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IDENTIFIERS	*ERIC: Vocational Education Amendments 1976

ABSTRACT

This compilation of approximately 250 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. The organizational resources section contains names, addresses, and telephone numbers of state research coordinating unit directors and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. The National Diffusion Network is profiled. (YLB)

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Resources in Vocational Education 13

1980 Volume 13 Number 1

ED198392

CE 028 132

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980.

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects In Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980.

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980.

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979.

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980.

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Funding Information

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
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Educational Act under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED 181 219 CE 023 729 — Clearinghouse accession number.

Author(s). — *Matejic, Denise M.*

Title. — **Helping Families Adjust to Economic Change. A Project Report.**

Organization where document originated. — Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration. — Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report No.—XY2123 — Report Number—assigned by originator.

Date published. — Pub Date—79

Contract or Grant Number. — Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Alternate source for obtaining documents. — Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Descriptive Note (pagination first).

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code. — Pub Type—Reports - Descriptive (141)

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE. — **EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation. — Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—Income Groups, New Jersey — Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM) — Informative Abstract. Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 163 162 CE 017 333

Hickner, Marybelle R.

Attitudes and Concept Structure of Home Economics Majors with Implications for Teacher Education.

Wisconsin Univ.—Stout, Menomonie. Human Development, Family Life and Communication Education Service

Pub Date—77

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Home Economics, *Student Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Attitude Measures, Failure, Females, Higher Education, Literature Reviews, Personality Assessment, Personality Theories, Predictive Measurement, Research Needs, Success, Teacher Selection

A study was conducted to determine whether organization of personality variables can be used to predict the attitudes of student teachers toward teaching. This followed a literature search that showed little research has been done on the personality characteristics of teachers which influence attitudes toward students. Three self-administered tests (the Population Opinionnaire (a form of the Rokeach Dogmatism Scale), the Minnesota Teacher Attitude Inventory, and the California Psychological Test) were given to 130 female seniors in home economics education who would be participating in student teaching. Findings supported the study's hypothesis that prospective student teachers with an open conceptual system have a more favorable attitude toward students than those who have a closed or dogmatic system. The nonauthoritarian individual was found to possess the characteristics of tolerance, achievement via independence, intellectual efficiency, self acceptance, flexibility, responsibility, and a sense of well-being. Since this study was limited, however, to female students in home economics during one year, a larger investigation should be undertaken (1) using both male and female students from other areas of specialization, (2) using other measurement devices, and (3) instituting a longitudinal study. The results of this study may be applied as criteria for the hiring of prospective teachers as well as for the successful selection and retention of student teacher candidates for teacher education programs. (Included at the end of this report are a bibliography and tables analyzing the test scores of study participants.) (ELG).

ED 163 164 CE 017 602

Jesser, David L.

Strengthening State Leadership in Career Education. A Final Project Performance Report.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—76

Contract—G007502289

Note—244p.; Not available in hard copy due to broken print in the original document. For related documents see ED 114 586 and ED 120 411

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Communications, *Federal State Relationship, *Information Dissemination, *Management Development, *State Departments of Education, Administrators, Advisory Committees, Conferences, Cooperative Programs, Coordination, Delivery Systems, Educational Finance, Leadership Training, Needs Assessment, Program Development, Program Evaluation, Staff Development, Surveys

Identifiers—Education Amendments 1974

A project was conducted to develop and implement a system which would facilitate (1) communications relating to career education between and among the states and extra-state jurisdictions, federal agencies, and national organizations and (2) the strengthening of career education leadership personnel in the areas of planning, organization and coordination, funding patterns and strategies, and information dissemination. To accomplish these goals, the Committee on Career Education organized two task forces: the Communications Task Force (CTF), which was comprised of six state directors of career education, and the Staff Development Task Force (SDTF), which was comprised of seven state directors of career education. The CTF developed a newsletter (EXCHANGE) as a source of information for chiefs and state directors of career education and organized two national conferences for state directors/coordinators of career education. The SDTF developed, field-tested, and modified an information-gathering instrument designed to provide information on competencies perceived to be desirable and the extent to which these existed. This instrument was used to collect data at the first national conference, and the collected data served as a basis for planning the second conference. The high priority needs identified by the survey were needs assessments, evaluation, utilizing advisory councils, and implementation. In addition, the project produced several print products related to these priority needs. (These products, conference evaluation reports, and other conference-related materials are appended.) (BM).

ED 163 169 CE 017 675

Hatcher, Elizabeth And Others

Validation of Home Economics I Curriculum Manual.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Oklahoma Vocational

Research Coordinating Unit, Stillwater
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Home Economics, *Instructional Materials, *Student Evaluation, *Test Results, *Textbook Evaluation, Behavioral Objectives, Career Development, Guides, Models, Occupational Home Economics, Performance Criteria, Secondary Education, Tables Data, Textbook Content
Identifiers—Curriculum and Instructional Materials Center OK, Oklahoma

This study was concerned with the validation of the Oklahoma Curriculum and Instructional Materials Center (CIMC) Home Economics I Manual. Validation was obtained by examining student achievement on randomly selected unit tests. Satisfactory performance on the unit tests indicated that the students were achieving the objectives, which in turn indicated that the curriculum was probably a valid source of learning materials. Five units in the curriculum manual were selected from those taught during the second semester of the 1977-78 school year. Teachers were asked to teach each unit in their usual manner, administer the unit test, score each item, and send the tests to the project staff. Results were compiled by determining the percentage of students who obtained the correct answer on each item of the unit test. A correct answer was considered an indication that the student achieved the objective being tested. It was arbitrarily determined that 80% of the students should pass an item for student achievement to be considered acceptable. Those items not passed by 80% of the students were reviewed to try and determine why the students were not achieving the concepts involved; several possibilities for deficient learning are stated. It was concluded that, overall, the Home Economics I Curriculum Manual produces acceptable student achievement and can be considered a valid source of instructional materials for home economics classes. (Data tables make up the bulk of the document.) (Author/CT).

ED 163 170 CE 017 722

Miguel, Richard J.
Career Education Mini-Conferences. Project Performance Final Report.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—G007502298
Note—71p.; For related documents see ED 120 411, ED 129 983, and ED 114 586
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Education, *Conferences, *Participant Satisfaction, *Program Descriptions, *Program Evaluation, Elementary Secondary Education, Federal Programs
Identifiers—Education Amendments 1974, United States

Twenty-seven mini-conferences on career education in grades K-12 were conducted in three phases. Two hundred sixty-one participants, representing all fifty states, Puerto Rico, and the District of Columbia, attended the conference. Nine topical areas were considered as they apply to career education: teaching/learning processes, evaluation, counseling, business/labor/industry involvement, parent involvement, handicapped students, female students, gifted and talented students, and minority students. Phase 1 examined these topics from the practitioners' viewpoint. Phase 2 considered implications for state coordinators of career education. Phase 3 examined the topics from a national perspective as conceptualizers and executive officers of national associations made suggestions and recommendations. In addition to the mini-conferences, four meetings regarding evaluation and data collection were held for the directors of federally funded career education projects. The conference participants were asked to complete a questionnaire regarding their perceptions of the outcomes of the conferences, suggestions for improvement, and issues in need of further investigation. Most of the participants mentioned that the greatest benefits they derived from the conferences were the innovative ideas on practice, administration, and involvement of groups other than educators in career education. (This report presents a summary of data extracted from the evaluation questionnaires completed by the conference participants.) (EM).

ED 163 171 CE 017 737

Regional Coordination and Support Program for Career Development. Final Project Performance Report.
Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—76
Contract—G007502399
Note—457p.; Not available in hard copy due to faint print in original document; For related documents see ED 114 586 and ED 120 411
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Education, *Curriculum Development, *Faculty Development, *Program Development, *Program Evaluation, *Regional Planning, Academic Achievement, Adult Education, Community Involvement, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Fused Curriculum, Information Dissemination, Inservice Teacher Education, Needs Assessment, Occupational Information, Program Guides, Program Improvement, Technical Assistance
Identifiers—Education Amendments 1974, Michigan

To provide coordination and technical assistance through a regional approach to local Michigan school districts, a career education implementation project was conducted based on the following nine subgoals: (1-2) the development and infusion of career education activities into the existing curriculum by teachers and counselors; (3) staff participation in inservice programs; (4) development and implementation of community-involvement strategies; (5) utilization of needs assessment and goal-setting processes; (6) development of a sequential K-Adult curriculum plan; (7) development of an occupational information system; (8) development of an evaluation plan; and (9) facilitation through model planning efforts and supportive planning inservice. Based on these sub-goals, thirty-five objectives were identified. Seven Michigan career education planning districts participated in the project. Each planning district was responsible for at least one objective in each of three sub-goal areas. It was found that 78% of the objectives were successfully accomplished and that many planning districts were providing more services than required. Although achievement testing was included in the evaluation plan, the achievement related to career education required the development and use of criterion-referenced tests, which were generally open-ended type items. This did not permit the usual statistical analyses and comparisons; however, results indicated that both the experimental and control groups improved in achievement. (A career education planning district manual is appended.) (BM).

ED 163 172 CE 017 855

Miller, Melvin D.
A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education. Final Report.
Tennessee Univ. Knoxville. Dept. of Vocational-Technical Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—RFS-331.45-06
Note—96p.; Not available in hard copy due to light type
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Inservice Education, *Leadership Training, *Staff Development, Models, State Departments of Education, Vocational Education
Identifiers—Extern Model

The goal of this project was to provide a personnel development program for state department leaders from Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee who hold first-line positions under state directors of vocational education. The inservice program, with seven project objectives, was developed in cooperation with the participants which permitted them to attain personnel development goals while maintaining an active, full-time role in the employing agency. Through a series of planned meetings, which extended over a nine-month period, participants were able to

exchange and discuss alternative solutions to common concerns and problems, work with consultants from areas of major interest, and become familiar with programs in the states of program participants. Process evaluation was conducted as a part of each meeting. The Miller-Courtney Competency Test for Leadership Development Personnel in Vocational-Technical Education was given on a pre- and posttest basis. Final evaluation data were collected by a third-party evaluator through a survey instrument. The evaluation indicated that the project objectives, to provide a professional development experience for first-line administrators and to create a closer working relationship among vocational leaders in the cooperating states, were accomplished. It was recommended that more time be allowed for assimilating information and experiences, more state support be given to allow fuller participation by participants, and more project staff followup be given to participants. (Appended are program agendas, evaluation instruments, and the final evaluation summary.) (JH).

ED 163 174 CE 017 966

Stitt, Thomas R. And Others

Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. (A Final Report).

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education. Illinois Univ. Urbana. Div. of Agricultural Education. Southern Illinois Univ. Carbondale. Dept. of Agricultural Industries

Spons Agency—Southern Illinois Univ. Carbondale

flDate—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Data Analysis, *Data Collection, *Program Validation, *State Standards, Agricultural Occupations, Horticulture, Metropolitan Areas, Postsecondary Education, Program Content, Program Design, Program Development, Questionnaires, Regional Schools, Secondary Education, Tables Data, Teacher Characteristics, Teacher Qualifications, Vocational Education Teachers, Vocational Schools

Identifiers—Illinois, Illinois Standards Project

This report details the process of the Illinois Standards Project to develop, adopt, and implement standards of quality for agricultural occupation programs at both the secondary and postsecondary levels throughout Illinois. Part I, standards for quality programs in area vocational centers excluding metropolitan areas, is divided into three sections. The introduction gives historical settings of the project, the need for standards in Illinois, and rationale, purpose, and objectives of the standards. Section 2 presents the procedural model and describes the use of a steering committee, organizational strategies, informational instruments, pretesting, use of sectional chairmen, followup, and progress report. The third section on analyses contains preliminary data and validation of standards for the various occupations. The bulk of part I contains twenty appendixes including information for the steering committee, news releases, and standards for specific occupations. Tables and figures are included. Part II, standards for programs in the Chicago area is similar in arrangement and is concerned with standards responsive to metropolitan educational needs. Sixteen tables are included which illustrate teacher ratings of standards, qualifications of teachers, and statistics concerning individual horticulture-agriculture programs available in metropolitan schools. Teacher questionnaires are appended. (CT).

ED 163 175 CE 017 981

Pollock, Steve And Others

To Develop a Competency-Based Curriculum Guide for a Graphic Arts Vocational Program for Secondary Schools.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Graphic Arts, * *Job Skills, *Lesson Plans, *Resource Materials, Behavioral Objectives, Curriculum Guides, Learning Activities, Minimum Competencies, Occupational Information, Performance Criteria, Secondary Education

The Johnsburg High School (McHenry, Illinois) curriculum project was designed to accomplish the following eight objectives: (1) develop a competency curriculum guide for a graphic arts program that will provide lessons for the instructor to use to implement this program; (2) determine job competencies, including minimum competencies for job entry; (3) determine career ladders and criteria for promotion in this field; (4) develop a list of teaching resources; (5) field test materials developed and make the needed changes; (6) print in quantity for each school to receive a copy; (7) disseminate material developed statewide by the use of workshops and demonstration days at the school; and (8) develop the materials in two parts, including a curriculum guide for the classroom teacher's use and self study packets for students' use. First, a review of the literature was conducted to find available materials. In addition, the advisory council was expanded to provide input from business and industry. Finally, the guidelines found in "Specification and Model Format for Curriculum Programs" were followed in the development of the materials. The results were intended as a model for all vocational programs in the school to use in developing competency-based programs. (A major portion of this document contains the lists of identified competencies, the lesson plans developed for Graphic Arts courses I and II, and an appended bibliography and resource lists.) (Author/BM).

ED 163 177 CE 018 077

Cross, K. Patricia

The Missing Link: Connecting Adult Learners to Learning Resources.

College Entrance Examination Board, New York, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—78

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Learning, *Educational Needs, *Educational Resources, *Information Services, *Learning Activities, Access to Education, Adult Education, Educational Assessment, Educational Opportunities, Information Dissemination, Information Needs, Needs Assessment, Program Development, Self Determination, Services

This paper examines services that link the adult learner's interests to the learning resources of the society. Two sets of research studies are used as a background for analyzing needs and services. The first set of studies consists of thirty state and national surveys or needs assessments of "learners," "would-be," or "potential learners". The second set of studies consists of investigations into the self-directed learning activities of adults. The author attempts to integrate the findings of both sets of research. A third resource which is examined consists of more than forty sets of recommendations for program implementation. In supplying the missing link between learner interest and learning resources the author focuses on three general areas: (1) facilitating access to appropriate learning resources, a process that includes access for underserved groups and advocacy for the special needs of adult learners; (2) providing information to adult learners about available learning resources and about themselves and their strengths and weaknesses, and (3) providing counseling and referral services designed to assist learners in planning, and matching learner needs to appropriate learning resources. Appendixes contain a bibliography of recommendations for lifelong learning and a classification of recommendations by topic addressed. (CSS).

ED 163 178 CE 018 078

Arbeiter, Solomon And Others

40 Million Americans in Career Transition. The Need for Information. (Final Report).

College Entrance Examination Board, New York, N.Y. Policy Studies in Education, New York, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y. National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Pub Date—78

Contract—400-76-0002

Note—61p.; Best copy available

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50) Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adults, *Career Change, *Career Planning, *Educational Planning, *Job Search Methods, *Services, Age, Blacks, Career Choice, Career Counseling, Educational Background, Employment Services, Family Income, Females, Information Services, Interviews, Job Placement, Job Satisfaction, Job Training, Males, Minority Groups, National Surveys, Occupational Information, Occupational Mobility, Promotion Occupational, School Counseling, Whites, Work Experience
Identifiers—United States

Interviews were conducted with a sample of 400 nonstudent, in-transition adults to identify their career information and education needs, their reasons for being in-transition, and their personal and demographic characteristics. In-transition was defined as either undergoing or anticipating job or career changes. Over forty million Americans (36% of the population) were projected to be in career transition. Interviews with adults, sixteen to sixty-five, reveal that those in transition are predominantly female, white, and between twenty and thirty-nine years old. Typically married with one to three children, they have an annual family income of $10,000 or more. Half of the in-transition adults have completed some postsecondary schooling, and most are employed full-time, with males more likely to be employed than females. Financial need is cited as a prime motivator. Sixty percent plan to seek additional education to enter new fields or advance in their present field. Adults in transition want career services of all types, primarily information services. Most do not know about community agencies offering career help. They prefer one-to-one career services with an experienced professional; their ideal career center would offer services at a local school or college on weekday evenings. With the exception of age, not-in-transition and in-transition adults have similar personal characteristics. (CSS).

ED 163 181 CE 018 181

Guide to an Assessment of Consumer Skills.
Education Commission of the States, Denver, Colo
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—78
Contract—OEC-0-74-0506
Note—33p. ; Not available in hard copy due to small print. For a related document see CE 018 184
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Consumer Education, *Educational Assessment, *Skill Development, Answer Keys, Behavior Development, Consumer Economics, Consumer Protection, Contracts, Energy Conservation, Guides, Mathematics, Money Management, Purchasing, Secondary Education

This guide is intended to assist those interested in developing and/or assessing consumer skills. It is an accompanyment to a separate collection of survey items (mostly in a multiple choice format) designed to assess seventeen-year-olds' consumer skills. It is suggested that the items can be used as part of an item pool, as an instructional tool, or as an assessment device. The consumer skills items are classified under eight major topics, each of which is divided into subtopics. The major topics are behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. Behavior, for example, is divided into three subtopics: advertising, decision making, and shopping. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. All items are assigned numbers which refer to the topic/subtopic. Procedures used in assessing consumer skills are described. Appendix A lists the assessment developers and reviewers, and appendix B lists the items, topic classifications, answer keys, and timing information. (This guide is designed to accompany "Consumer Skills Items," CE 018 184.) (CSS).

ED 163 182 CE 018 184

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
Education Commission of the States, Denver, Colo
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—78
Contract—OEC-0-74-0506
Note—239p. ; For a related document see CE 018 181
Pub Type—Tests, Questionaires, Evaluation instruments (160)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Consumer Education, *Educational Assessment, *Skill Development, Behavior Development, Citizenship Responsibility, Consumer Economics, Consumer Protection, Contracts, Decision Making, Energy Conservation, Mathematics, Money Management, Publicize, Purchasing, Secondary Education, Test Items

This is a collection of consumer skills items for state and local education agencies to draw upon in composing consumer skills instruments. It provides items to assess seventeen-year-olds' consumer skills. The booklet contains items classified under eight major topics: behavior, contracts, economics, energy, finances, mathematics, projection, and purchases. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. There are also subtopics. For example, subtopics under behavior include advertising, decision making, and shopping. All items are assigned numbers which refer to the topic and subtopic. Most items are multiple choice. The directions for answering the exercises and two exercise examples are included. (The answer key is found in the guidebook, CE 018 181.) (CSS).

ED 163 183 CE 018 246

Belitsky, A. Harvey
New Technologies and Training in Metalworking.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00577-8) Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Educational Needs, *Job Training, *Metallurgy, *Metal Working, *Technological Advancement, Case Studies, Industrial Training, Labor Needs, Metal Industry, Numerical Control, Productivity, Skill Development, Skilled Workers

This report reviews the role of technological factors in metalworking and the training required to adapt to new metalworking technologies. Focus is on whether firms that have adopted the new technologies have encountered obstacles in training and developing the skills of their work forces. The report is organized in three parts. Parts I and II draw upon several public and private surveys and studies plus telephone and written contacts with persons in industry, unions, trade and professional associations, and training institutions. Two recent innovations, programmable controllers and programmable hand calculators, are considered, along with the more familiar numerical control, in part I. Part I also briefly discusses powder metallurgy and "nontraditional" machining. Part II deals with training requirements and sources of training. It describes several programs in educational institutions outside the industry. The third part, four case studies in training in metalworking, considers different firms of varying size and technology. Two of the case studies deal with sources of, and needs for, numerical control (NC) training. The other two describe training for powder metallurgy and electrochemical machining. Implications are drawn for productivity and the quality of working life in the metalworking industries. References and descriptions of federal government publications related to training and technology are included. (CT).

ED 163 184 CE 018 267

Chairside Assisting Skill Evaluation (CASE). Clinical Setting. Health Manpower References.
Innovative Programming Systems, Minneapolis, Minn
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Dentistry
Report No.—DHEW-HRA-78-52A
Pub Date—78
Contract—231-76-0031
Note—40p

Pub Type—Tests, Questionaires, Evaluation instru ments (160)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Check Lists, *Clinical Experience, *Dental Assistants, *Student Evaluation, Allied Health Occupations Education, Dentistry, Equipment Maintenance, Hygiene, Job Training, Performance Tests, Recordkeeping

These checklists are designed for use during the dental assistant student's extramural clinical experience assignment. Checklists test students on their knowledge of terminology, equipment, procedures, and patient relations. Objectives are listed outline style with columns to check progress during a first and a second evaluation. Areas included are assistance in oral and dental examination; cavity preparation; cavity restoration; composite resin restoration; silicate restoration; impressions using various materials; occlusal registration; cementing procedure; tooth removal; periodontal surgery; crowns, bridges, and inlays; band cementation; root canal therapy; and pedodontic procedures. Also included is a summary checklist of all these procedures. Checklist items cover the procedures from preparation and hygiene through actual operation, monitoring of patient, recording patient information, and cleanup. (CT).

ED 163 186 CE 018 312

Sourcebook for Equal Goals in Occupations.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Discriminatory Legislation, *Educational Counseling, *Educational Environment, *Public Relations, *Sex Discrimination, *Vocational Education, Environmental Influences, Environmental Standards, Equal Education, Females, Instructional Materials, Males, Secondary Education, Sex Role, Sex Stereotypes, Womens Education

Outlining a plan of action for reducing sex bias, sex role stereotyping, and sex discrimination in secondary school vocational education programs, this source book was prepared by vocational education instructors, counselors, and administrators. After a discussion of the consequences of sex discrimination and sex role stereotyping, the sourcebook is divided into four main sections: legislation, counseling, teaching environment, and publications. The legislation section contains information on Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976. The counseling section discusses sexism, program assessment, and enrollment trends. The teaching environment section describes materials and methods to help free an educational setting of sex bias. The public relations section, constituting about two-thirds of the sourcebook, includes awareness workshop materials for the community, school personnel, and students. A list of seven audiovisual aids and a bibliography are appended. (LMS).

ED 163 188 CE 018 325

Caillault, Pierre
Let's Talk about Foods. Food Facts for the Commercial Kitchen.
Atlantic County Area Vocational-Technical School, N.J. Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—78
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($7.50, plus postage) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Food Service, *Foods Instruction, *Job Training, Adult Vocational Education, Cooking Instruction, Equipment, Food, Food Standards, Health Education, History, Hygiene, Instructional Materials, Postsecondary Education, Safety Education, Sanitation, Secondary Education, Vocational Education

This book is designed to provide related information to students in food trades. The material is presented in a series of brief paragraphs intended to stimulate discussion or elaboration of the information presented. Each page contains drawings to illustrate the information given. The book addresses the following subjects: (1) sanitation, health, and personal hygiene, (2) safety, (3) organization of commercial kitchens, (4) a glance at the history of food and food processing, (5) cooking tools and equipment, (6) vegetables, (7) dairy products, (8) other cooking staples, (9) herbs, spices, and condiments, (10) meats, (11) poultry, (12) fish, and (13) shellfish. The materials contain definitions, tips, guidelines, explanations, and general and specific information related to food and food preparation. An index is included. (CSS).

ED 163 189 CE 018 335

Sticht, Thomas G. And Others
Job-Related Reading Tasks: Teaching Marginally Literate Adults to Read. HumRRO Professional Paper 10-78.
Human Resources Research Organization, Alexandria, Va
Spons Agency—Department of the Army, Washington, D.C.
Report No.—HumRRO-PP-10-78
Pub Date—78
Contract—DAHC-19-73-C-004
Note—23p
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Adult Basic Education, *Adult Reading Programs, *Aural Learning, *Job Skills, *Literacy Education, *Reading Skills, Adult Literacy, Blacks, Economic Factors, Educational Background, Elementary Education, Employment Opportunities, Employment Qualifications, Functional Literacy, Illiteracy, Job Training, Language Skills, Listening Comprehension, Methods Research, National Surveys, Reading Comprehension, Reading Readiness, Remedial Programs, Remedial Reading, Whites, Work Experience
Identifiers—United States

Two separate research reports are presented in this paper. In the first report, we have identified through literacy research three sets of job-related reading tasks for adults: (1) those involved in getting a job, (2) those concerned with learning a job, and (3) those concerned with doing a job. National surveys have indicated that the black, poor, and undereducated (the primary adult basic education population) do poorly on task 1 skills, such as reading employment ads. Evidence suggests that job training might produce job-specific reading skills and permit marginally literate persons to function more adequately in task 3 (on-the-job) skills than their reading score might predict. In the second research report, we have employed a model of stages involved in the child's acquisition of reading skills. The model emphasized primacy of language before reading and the fact that reading is built upon language competency. One competency aspect is auding, the ability to comprehend spoken language. A confirmation of the model is that third, fourth, and fifth-grade students have been found to comprehend better by auding than by reading. Marginally literate young men have typically been found to be low in language and reading skills. One research implication is that adult basic education reading training should be based first on what students comprehend by auding. (CSS).

ED 163 190 CE 018 341

Crittenden, John F. Massey, Romeo M.
Florida's Vocational Curriculum System: Issues in Statewide Curriculum Development.
Pub Date—78
Available from—Romeo M. Massey, 3712 Forsythe Way, Tallahassee, Florida 32308 (Free) Pub Type—Speeches, Conferences Papers (150)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competency Based Education, *Curriculum Development, *Information Dissemination, *Instructional Design, *Vocational Education, Behavioral Objectives, Career Education, Curriculum Design, Field Studies, Instructional Materials, Models, Needs Assessment, Resource Allocation, Statewide Planning, Systems Approach, Task Analysis, Trade and Industrial Education
Identifiers—Florida, Vocational Technical Education Consortium States

This report describes the Florida Vocational Division's efforts to increase the quality, validity, transportability, and availability of curricular materials through use of performance objectives; establish-

ment of a curriculum laboratory; adoption of systematic models for instructional design; and establishment of a diffusion/dissemination system. Section I is an introduction to the material. Section II discusses the early efforts to develop valid catalogs of objectives and the subsequent organization of the Vocational-Technical Education Consortium of States (V-TECS). Section III contains four models for curriculum laboratories considered by the Division and describes the model that was adopted. Section IV describes the systematic procedures used in instructional development and presents profiles on six projects that utilized those procedures. Data from curriculum projects in career education, activity-based instruction, automotive mechanics, employability skills, and nursery operations are compared in terms of need assessment, target population, objectives, resource allocation, field tests, and diffusion and dissemination. Section V details the procedures used by the Division to establish a dissemination/diffusion system designed to facilitate the acceptance and installation of products designed to enhance student achievement. Section VI presents summary observations and conclusions, describing the present Florida curriculum development system. Flow charts and a bibliography are included. (Author/CT).

ED 163 191 CE 018 408

Adelman, Frank W. Walker, Lurlene

State-of-the-Art Tool and Die Maker Project. Project Preliminary Report. Vocational-Technical Education Research Report. Volume 16, Number 9.

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Equipment, *Job Skills, *Skill Analysis, *State of the Art Reviews, * *Task Analysis, *Tool and Die Makers, Metal Working, Occupational Surveys, Secondary Education, Task Performance, Trade and Industrial Education, Two Year Colleges

In order to provide a foundation upon which teachers and curriculum planners could build courses of study and training plans in the field of tool and die making, a study has been commenced to develop a catalog of the tasks and criterion-referenced performance objectives required of tool and die makers. At the time of this report, research has been performed to determine the state of the art. Computer and manual information searches were conducted of the following data bases: Educational Resources Information Center (ERIC), the Current Index to Journals in Education (CIJE), Resources in Vocational Education (RIVE), and Abstracts of Instructional Materials/Abstracts of Research Materials in Vocational Education (AIM/ARM). Besides a literature search, information was also obtained by mail and telephone surveys of state departments of education, industry which employs tool and die makers, state directors of vocational education, the Air Force, and directors of Pennsylvania community colleges and area vocational-technical schools with tool and die programs. The results of this research were the compilation of a list of approximately 240 task-performance statements and the development of a list of tools and equipment required by tool and die makers. (The appendixes include the descriptors used in the data base searches, the lists of tools and equipment, the duty/task statements, the names of survey participants, and copies of survey letters and responses.) (ELG).

ED 163 192 CE 018 421

Gaffney, Michael J. And Others

A National Study of State and Outlying Area Statutes and Regulations Related to Contracting with Private Vocational Training Sources for Vocational Instruction.

National Foundation for the Improvement of Education, Washington, D. C.

Spons Agency—Educational Testing Service, Princeton, N.J. Education Policy Research Institute. Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Contracts, *Educational Legislation, *Federal Legislation, *Private Schools, *State Legislation, *Vocational Education, *Vocational Schools, Accreditation Institutions, Educational Finance, Educational Policy, Federal Aid, Federal State Relationship, Master Plans, National Surveys, School Law, State Standards, Statewide Planning

In the Vocational Education Amendments of 1968, Congress authorized the use of federal vocational education funds for contracting with private vocational training institutions for vocational instruction. A study was conducted to determine the extent to which various state statutes and regulations can be construed to authorize or prohibit such contracting in each of the fifty states, the District of Columbia, and the outlying American territories. Information was collected from the following sources: federal law and regulations, state statutes and regulations, and fiscal year 1977 State Plans for Vocational Education. A profile was then developed for each state and outlying area. Although the study was limited by its neglect of factors such as the effect of judicial decisions on authorizing or prohibiting such contracting, it was able to draw the following conclusions: (1) federal statutes and regulations permit such contracts when reasonable justification for them exists; (2) state laws and regulations vary from granting expressed authority to only implying such authority; and (3) a small number of state constitutions restrict the use of public funds for such contracts; and (4) forty-four state plans provide for such contracts despite existing state laws. Also reviewed in the study were the state laws governing the licensing and minimum standards for private vocational training sources. (The appendix contains the state profiles and is organized into six categories based on the clarity of the authorization or prohibition of such contracts.) (ELG).

ED 163 193 CE 018 430

Post, John O. Jr

Occupational Competence Access Project. Final Report.

Institute for Career Research, Hanover, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G310-75-0010

Note—189p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 431

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Access to Education, *Career Education, *Career Guidance, *Curriculum Development, *Program Evaluation, *Vocational Education, * Articulation Education, Career Awareness, Career Development, Career Exploration, Community Resources, Counselor Role, Decision Making Skills, Evaluation Methods, Guidance Programs, Program Development, Program Effectiveness, Resource Centers, School Business Relationship, School Community Relationship, Teacher Role, Vocational Maturity

The Occupational Competence Access Project (OCAP) was conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. Some of the project's major accomplishments were establishment of career information centers; development and implementation of career guidance philosophy and policies; development of industrially validated curriculum in vocational areas; establishment of career development components in several academic areas; and the establishment of a community resource system. Summative evaluation data were collected through a pre-posttest of all students at both project sites. The impact the project had on the schools was also determined through interviews and an examination of school policy formation. The project was found to have positively influenced the occupational awareness, career maturity, and decision making abilities of the student population and to have had a favorable influence on the school's personnel and policy directions. In addition, formative evaluation in-

puts were collected on an ongoing basis. (Several appendixes containing curriculum products, forms, and other related materials are included in a separate document, CE 018 431.) (BM).

ED 163 194 CE 018 431

Hayes, Diane And Others

(Occupational Competence Access Project). Appendices to Final Report.

Institute for Career Research, Hanover, Mass

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G310-75-0010

Note—629p.; Not available in hard copy due to weak print in original document. For a related document see CE 018 430

Pub Type—Reports—Descriptive (141)

EDRS Price—MF03 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Guidance, *Faculty Development, *Guidance Programs, *Learning Activities, *Resource Centers, Access to Education, Articulation Education, Career Awareness, Career Exploration, Community Resources, Counselor Role, Curriculum Development, Educational Objectives, Information Storage, Interest Inventories, Occupational Information, Program Content, Program Development, Publicize, Resource Materials, Teacher Developed Materials, Vocational Education

This document contains the appendixes to the final report of the Occupational Competence Access Project (OCAP), a study conducted to facilitate student access to (1) occupational opportunities through the provision of a guidance system incorporating student capabilities; (2) occupational opportunities through the provision of industrially validated exploratory programs in occupational preparation; and (3) occupational employment and training opportunities through the development of a comprehensive articulation between curriculum levels, curriculum areas, and the world of work. (CE 018 430 contains the final report.) The following materials are included in these appendixes: listings of OCAP's Career Information Center resources; a manual for developing or expanding a career information center; a report of OCAP's career interest inventory survey; descriptions of the student file system, instructional and guidance activities, the counselor's role, and staff development activities and courses; project goals and activities; a curriculum planning notebook; an excerpt from the community planning notebook; community resource listings; a needs assessment; project news releases; and a matrix displaying careers related to school subjects. (BM).

ED 163 195 CE 018 453

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—320-75-00031(502)

Note—207p.; For a related document see CE 018 454

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Articulation Education, *Career Education, *Curriculum Development, * *Faculty Development, *Program Evaluation, *Resource Centers, Career Awareness, Career Guidance, Community Resources, Decision Making Skills, Elementary Secondary Education, Fused Curriculum, Guidance Programs, Information Dissemination, Inservice Teacher Education, Program Development, Program Effectiveness, Values

Identifiers—New York (New York)

The Systemwide Career Education Cluster-Based Articulated Model Program (SCECAMP) was designed to build and expand upon the successful career education projects and innovative programs preexisting in the New York City school system. The project encouraged participating schools to articulate fully toward the end of providing students with sequential learning experiences and options which would in turn lead to increased student information, decision-making skills, and understanding of personal values. Six overall goals directed the project and included the following elements: (1) staff development, (2) curriculum development, (3) counseling and support services, (4) community resources, (5) dissemination activities, and (6) evaluation. As a result, more than 1,000 school personnel participated in career education staff development programs, and career resource centers were established in model high schools, junior highs, and elementary schools. In addition, several significant products were developed, including career infused lessons in all subject areas (K-12); a career-infused sample curriculum (K-6); a seventh-grade math curriculum dealing with careers which involve use of percentage; a career activities manual (7-12); a student career guidance manual for secondary grades; a career education course of study (7-9); a variety of audio-visual presentations; a handbook of postsecondary educational opportunities in the New York City metropolitan area; and a twenty-hour staff development program. Approximately 30,000 students were exposed to career education as a result of this project. (A replication manual, CE 018 454, accompanies this report.) (BM).

ED 163 196 CE 018 454

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Articulation Education, *Career Education, *Curriculum Development, * *Faculty Development, *Program Design, *Program Development, Career Development, Career Guidance, Community Resources, Educational Objectives, Elementary Secondary Education, Evaluation, Guidance Programs, Information Dissemination, Program Guides

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM).

ED 163 197 CE 018 467

Home Study School Accreditation.

National Home Study Council, Washington, D.C. Accrediting Commission

Pub Date—78

Pub Type—Books (010)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Accreditation Institutions, *Correspondence Schools, *Home Study, *Independent Study, Adult Education, Individual Instruction, Private Schools, Proprietary Schools, Standards

Identifiers—National Home Study Council

This booklet is designed to help prospective students, counselors, public agencies, and institutions better understand home study school accreditation. Home study is also known as correspondence or independent study; and most home study is provided by proprietary schools. Because of the student's and the public's need to determine the quality of various educational institutions offering home study, an Accrediting Commission was established by the National Home Study Council (NHSC) in 1955. It was recognized by the U.S. Office of Education in 1959. The Commission is made up of nine members who represent the public. Basically accreditation means that the school voluntarily undergoes a comprehensive study to certify that the school meets NHSC standards, performs the functions it claims it does, has stated educational objectives, and furnishes materials/services to

enable students to meet objectives. The steps in accreditation involve application, submission of a self evaluation report, subject specialist review, examination by committee, and an information survey. Finally the commission reviews the information and takes one of four courses: accredits the school, accredits with stipulations, defers a decision, or denies accreditation. Accredited schools submit yearly reports and are reviewed every five years. There are many benefits of accreditation; for example, the public can rely on the accredited status of a school as an index of quality. (CSS).

ED 163 198 CE 018 473

Russ, Anne J. Comp

Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators.

State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. New York State Education Dept. Albany

Pub Date—78

Contract—VEA-78-3A-903

Note—20p. ; Not available in hard copy due to reproducibility problems

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Annotated Bibliographies, *Career Education, *Secondary Education, *Sex Discrimination, *Vocational Education, Employed Women, Females, Males, Secondary School Students, Sex Role, Sex Stereotypes, Womens Education

This annotated bibliography on sex role stereotyping in occupational education documents the background resources consulted during a project for the Cornell Institute for Occupational Education. It is divided into three sections: resources for and about secondary students (fourteen entries), resources for vocational and career educators (twenty-nine entries), and resources of general interest (twenty entries). The bibliography includes convention papers, research reports, books, questionnaires, booklets, articles, and kits. Each item includes author, title, and source and is followed by a brief description. Most of the materials were published since 1970. Several extensive bibliographies are indicated by asterisks. (LMS).

ED 163 199 CE 018 485

Cooper, Richard V. L.

Youth Labor Markets and the Military. The Rand Paper Series.

Rand Corp. Santa Monica, Calif

Spons Agency—Department of Labor, Washington, D.C.

Report No.—P-5927

Pub Date—78

Contract—B-9-M-8-0653

Note—52p. ; Paper presented at the Policy Conference on Employment Statistics and Youth, University of California (Los Angeles, February 11-12, 1978)

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Employment Statistics, *Labor Market, *Labor Needs, *Military Training, *Transfer of Training, *Youth Employment, Blacks, Career Change, Data Collection, Decision Making, Demography, Employment Patterns, Employment Problems, Enlisted Personnel, Females, Human Capital, Information Needs, Job Training, Labor Utilization, Measurement, Military Service, Minority Groups, Occupational Mobility, Skill Development, Statistical Studies, Unemployment, Work Experience, Youth Problems

Identifiers—Military Civilian Relationship

This paper argues that the military plays an extremely important role in youth labor markets by providing not only jobs but also experience and training which can later be transferred to the civilian labor market. Following the introduction, section II examines the military's demand for labor; its fluctuations due to secular, cyclical, and seasonal variables; and its impact on the youth labor market. The military is an important factor in the youth labor market, and it is becoming an important one also in the minorities and women's labor markets. Section III considers the supply side effects of military service by discussing the flow between the military and civilian youth labor markets, the variables that affect the decisions of enlisting or leaving the military, and the human capital accumulation gained through military work experience that can then be used in the civilian manpower pool. Sections IV and V explore the military's impact on youth unemployment, focusing on demographic trends over time and the black unemployment problem. In section VI it is concluded that the paper's findings have several implications for the measurement and collection of data on the youth labor market, specifically in the areas of (1) youth unemployment rates which should include military as well as civilian labor, (2) aggregate labor force statistics which should be subdivided to reflect factors such as age and race, and (3) special labor force data which should acknowledge an individual's military experience. (ELG).

ED 163 200 CE 018 490

National Apprenticeship and Training Standards for Emergency Medical Technicians.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Apprenticeships, *Course Content, *Emergency Squad Personnel, *Job Skills, *Performance Criteria, Allied Health Occupations Education, Behavioral Objectives, Competitive Selection, Definitions, Grievance Procedures, Occupational Information, Qualifications, Safety Education, Skill Development

Identifiers—National Standards

Developed jointly by several professional organizations and government agencies, these national standards depict the essential skills, knowledge, and ability required of certified emergency medical technicians (EMT) to provide optimal prehospital care and transportation to the sick and injured. Topics covered include definitions of terms EMT's encounter often in work; entrance requirements for the EMT apprenticeship; how qualified applicants are selected for apprenticeship; length of apprenticeship; the agreement all trainees must sign; duties of a supervisor; probationary period; hours of work; how wages are determined; how the number of apprentices in a given program is determined; what type of work experiences will be encountered; an explanation of examinations concerning work, drill, and training records; the responsibility of apprentices; how instruction relates to grades and credit; grievance procedures; safety instruction; modification of standards; administration; training committees; consultants; and credit for previous experience. The appendixes comprise the bulk of the document and include the following: Appendix A contains performance objectives and a course content outline for EMT ambulance (EMT-A) apprenticeship; Appendix B contains performance objectives and outlines for course modules, clinical training, course content, and training program for EMT paramedic (EMT-P) apprenticeship; and Appendix C describes clinical and field internships. A list of state and regional apprenticeship agencies and training offices is also included. (CT).

ED 163 201 CE 018 495

Heller, Barbara R. Gross, Linda

Sex Differences in Cooperative Education: A Study of Sex Stereotyping Related to Selected Institutional, Employer, and Cooperative Education Program Characteristics.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education

Report No.—CASE-25-78

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Cooperative Education, *Employee Attitudes, *Employer Attitudes, *Job Skills, *Sex Differences, *Sex Stereotypes, College Students, Cooperative Programs, Employed Women, Employer Employee Relationship, Females, Institutional Characteristics, Job Satisfaction, Males, Program Evaluation, Questionnaires, Sex Role, Work Attitudes, Work Environment, Work Experience Programs

The purpose of this investigation was to examine the kinds of things males and females do on their first co-operative job, how they perceive their working conditions and responsibilities, and how their performance is viewed by their employers. There were 272 college

students in the sample. Sexes were fairly evenly represented, but the male-female ratio differed by curriculum and job placement. Students' workday activities information was collected on a student placement log and supplemented by a student questionnaire. The final instrument was a supervisor's evaluation checklist. A comparison of what males and females do on a typical work day did not reveal many differences. Most students of both sexes viewed each thing they did on the job as an appropriate activity. Supervisors tended to rate females higher than males on general work habits and compliance with company policies. In most cases supervisors tended to attribute similar personal characteristics to male and female students. An interesting comparison is that of students' self-assessment of their abilities in relation to supervisors' ratings. More males than females felt competent in most work activities. In contrast, when supervisors rated performance on many of these same activities, females were usually rated as having done better than males. (CSS).

ED 163 202 CE 018 498

Continuation of Futuring the Business Education Curriculum Needs.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Supervision

Report No.—CASE-12-78

Pub Date—78

Contract—VEA-78-3A-540

Note—113p. ; Not available in hard copy due to thin type in original document

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Education, *Curriculum Development, *Educational Needs, *Employment Opportunities, *Futures of Society, Behavioral Objectives, Career Opportunities, Competency Based Education, Entry Workers, Labor Market, Labor Needs, Prediction, Secondary Education, Statewide Planning, Teacher Education

Identifiers—New York

This report contains six papers on preparing business education students and teachers to meet projected job needs. The papers, presented at four meetings of the New York Statewide Business Education Review Committee, address four major topics: (1) identifying projected skills, attitudes, and knowledge expected of entry level business employees in the 1980s and 1990s, (2) developing curricular competencies, (3) implementing curricular organization and competencies, and (4) determining the place of personal use skills in business education. In the first paper, Marla S. Batchelder predicts the employee skills big business will need in the next twenty years. In the second paper Gloria Ortner Chapman examines recent research to forecast needed aptitudes and skills and suggest ways schools can prepare students for tomorrow. George Meyer, in the third paper, predicts future educational requirements for entry level government workers. In the paper following, Gerald W. Faust proposes a method for extending the development of competency-based business education curriculum for New York State. The fifth paper, by Fred S. Cook and Rita C. Richey, introduces a process to develop and implement a New York State high school business education program. In the final paper, Hobard H. Conover looks at the present and future of New York's business teacher education. An appendix contains Detroit Public Schools' teacher-developed competencies/objectives. (CSS).

ED 163 206 CE 018 515

A Report of the Governor's Conference on Technical-Vocational Education. (Austin, Texas, February 15-16, 1977)

Texas Advisory Council for Technical-Vocational Education, Austin

Pub Date—77

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Conferences, *Educational Assessment, *Educational Development, *Educational Needs, *Vocational Education, Accountability, Adult Education, Advisory Committees, Career Choice, Conference Reports, Delivery Systems, Educational Finance, Information Systems, Parenthood Education, Special Education, State Action, State Aid, State Programs, Student Attitudes, Teacher Attitudes, Workshops

Identifiers—Texas

This report summarizes the proceedings of the Governor's Conference on Technical-Vocational Education in Texas, which was held (1) to provide a public forum on vocational, technical, adult, and manpower education; (2) to assess developments in these areas since the 1973 Governor's Conference; (3) to examine key issues related to the funding, delivery, and evaluation of vocational programs; to the development of a data and an information system for vocational education; to the use of advisory committees; to serving the needs of adults, disadvantaged, and handicapped persons; to soliciting and using student viewpoints; and to parenthood education; and (4) to determine appropriate actions and develop recommendations to insure that vocational-technical programs will meet the needs of the state's work force and economy. Part I gives the texts of the keynote addresses which stressed the need for commissions to study both public education and vocational education in Texas, while part II summarizes the nine conference workshops which provided for discussion of the key issues. These workshop descriptions include the opinions of participating students who voiced concern about the relevancy of education; the public awareness of voc-ed programs; the blending of academic and voc-ed experiences; and the need to increase student job placement services in an effort to decrease youth unemployment. In part III are lists of conference exhibitors, participants, and members of the advisory council. (ELG).

ED 163 207 CE 018 527

Creatively Gifted Students in Vocational Education, 1977-78. Final Report.

Glassboro State Coll. N.J. Dept. of Industrial Education and Technology

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Creativity, *Creativity Tests, *Gifted, *Problem Solving, *Program Development, *Vocational Education, Course Objectives, Creative Development, Creativity Research, Curriculum Development, Educational Objectives, Identification, Learning Activities, Program Guides, Program Proposals, Secondary Education, Talent, Teacher Workshops, Teaching Guides

This project was undertaken to develop programs for gifted/talented students in vocational education. The primary considerations were to investigate methods to identify highly creative students and to develop a curriculum model to nurture creativity. A seminar on creativity was held at Glassboro State College for the purpose of assisting in the development of gifted/talented programs in New Jersey. The seminar participants were divided into four task force sessions. Each task force was asked to respond to several questions, materials, and items. At the end of the day, a general session was held and a spokesperson for each group reported their deliberations. Specific recommendations for gifted programs resulted from these exchanges, and a guide to assist schools in beginning a program was developed. The guide included a number of details concerning a rationale, guiding principles, considerations unique to vocational school, underachievers, parent groups, creativity assessment instruments, problem solving, a format for developing curriculum materials and a number of problems for gifted students. (The complete guide is included in this document along with a program proposal for teaching gifted/talented students in vocational education; the proposal includes course rationale, objectives, and topical outline.) (Author/CT).

ED 163 208 CE 018 541

Project PEG, (Paraprofessional Training in Special Education). Final Report.

Burlington County Coll. Pemberton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Office of Education (DHEW), Washington, D. C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Curriculum Development, *Paraprofessional School

Personnel, *Program Development, *Special Education, Community Colleges, Competency Based Education, Demonstration Programs, Educational Needs, Educational Objectives, Ethics, Federal Legislation, Independent Study, Inservice Education, Interpersonal Relationship, Models, On the Job Training, Orientation, Skill Development, Two Year Colleges, Vocabulary, Vocational Education

The demand for paraprofessionals trained to work in the special education of the handicapped is rapidly increasing, especially due to the impact of Public Law 94-192 which requires that individualized educational programs be provided for handicapped children. To help meet this need, a model program called PEG is being developed in New Jersey. Its prime objective is the provision of a curriculum and program for the education of paraprofessional personnel in special education, and it emphasizes both the preservice study of the principles and practices of special education and the development of the competencies necessary in personal and professional skills. The program designed to be offered by a community college consists presently of four courses; two concentrate on the legal basis for the delivery of special education services and on familiarity with terminology, while the other two are intended to assist the student in self-study and skill development while on the job. Upon entry, participants are given a chart of the paraprofessional competencies which they are expected to achieve in the areas of orientation to the field, ethics, interpersonal relationships, learning atmosphere, selected skills, and descriptions of exceptional citizens. While these completed segments of the program are being field tested, it is hoped that the rest of the program will be developed. (ELG).

ED 163 209 CE 018 574

Lifelong Learning during Adulthood. An Agenda for Research.

College Entrance Examination Board, New York, N.Y.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—78

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Educators, *Adult Learning, *Interaction, *Research Needs, *Social Environment, Adult Education, Adult Programs, Adult Students, Institutional Characteristics, Learning, Learning Experience, Lifelong Learning, Participation, Research Reviews Publications

This report reviews the research needs related to learning in the years beyond the age of compulsory schooling. The first of three sections provides a research overview and suggests research needs. The review is organized around three perspectives: learners, providers, and the societal context. It is stated that much early research focussed on those who had not acquired basic skills; more recently there has been increased attention to learning as an integral part of all adults' lives. Section 2 proposes a matrix to depict a framework for organizing research on lifelong learning. It is recommended that research focus on four basic areas: adult learners, providers of learning opportunities, the societal context in which lifelong learning occurs, and the interactions of learners, providers, and society. The final section proposes an agenda for research. A few of the examples include (1) learner research focusing on needs that may be met through lifelong learning, (2) provider research focusing on characteristics of institutions and individual providers that may influence adults' participation in and benefiting from learning opportunities, (3) societal research focusing on the impact of lifelong learning on society, and (4) interactive research focusing on ways providers and learners interact to facilitate lifelong learning. (CSS).

ED 163 210 CE 018 586

Auto Parts Testbook.

California State Dept. of Education, Sacramento. Bureau of Industrial Education

Pub Date—78

Available from—California State Department of Education; State Education Building, 721 Capitol Mall, Sacramento, California 95814 ($2.50) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Auto Parts Clerks, *Merchandising, *Multiple Choice Tests, *Objective Tests, *Salesmanship, Distributive Education, Employee Responsibility, Facility Inventory, Student Evaluation, Trade and Industrial Education

This testbook contains objective (multiple choice) tests covering each topic in the companion Auto Parts Workbook (see note). The book is arranged so that each section can be detached and given to the student as the test subjects are covered in class. (Answers are not included.) There are an average of ten questions for each of six units. Unit A, scope and opportunity, covers the auto parts industry and opportunities in the field. Unit B, areas of responsibility, includes filling and shipping orders, receiving, bin arrangements and stock maintenance, pickup and delivery, introduction to counter sales, the shop counter, and the machine shop and related sales. Unit C, cataloging systems, tests student knowledge of factory parts systems and jobber and independent systems. Unit D, inventory and control, covers inventory systems, stock control, and ordering and purchasing. Unit E, counter sales, includes parts terminology, divisions of counter work, customer relations, and how to sell. Unit F, displays, tests the areas of display merchandising, reasons for displays, and ways to use displays. Prefatory notes discuss the importance of confidentiality and ways to modify or supplement the test materials. (CT).

ED 163 211 CE 018 599

Vincent, Roger D. Cobb, Robert A.

CBVE: A Study to Measure Its Effectiveness in Kentucky. Final Report. Interim Period I.

Western Kentucky Univ. Bowling Green. Center for Career and Vocational Teacher Education

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—77

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Comparative Analysis, *Competency Based Education, *Program Effectiveness, *Teaching Methods, *Vocational Education, Banking, Business Education, Cognitive Development, Curriculum Development, Educational Finance, Mechanics Process, Office Occupations Education, Postsecondary Education, Program Costs, Program Evaluation, Research Problems, Secondary Education, Secretaries, Skill Development, Teacher Effectiveness, Trade and Industrial Education

Identifiers—Competency Based Vocational Education, Kentucky

An interim study was conducted in Kentucky to determine the effectiveness of Competency Based Vocational Education (CBVE) and to compare its effectiveness to that of traditional teaching methodologies. Research surveys of those directly involved in the implementation of CBVE were used to ascertain if CBVE is meeting its self-stated goals. Approximately twenty-five percent of all high school and postsecondary educators and students (forty-five administrators, fifty-five teachers, and 745 students) participating in CBVE in Kentucky were questioned. Five aspects of the program were evaluated: instructional planning, student impact, instructional management, professional development, and programmatic aspects. To compare the effectiveness of CBVE and traditional methodologies, a cognitive skill test and classroom summary report (which incorporated a performance skill test) were administered to eleven classes in the areas of bank teller, secretary, and tractor mechanics. Based on the test scores and questionnaire responses, the following conclusions were reached: (1) CBVE was meeting the career needs of students, (2) CBVE students were progressing faster than students taught by traditional methods and learned a larger amount of subject matter, and (3) CBVE was inexpensive to implement in the schools' present facilities. Because these conclusions resulted from an interim, and therefore limited, study, they should be viewed within that context. (ELG).

ED 163 219 CE 018 743

Gary, Robert R.

Placement and Follow-Up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report. Fiscal Year 1978.

Western Kentucky Univ. Bowling Green. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Kentucky State Dept. of

Education, Frankfort. Bureau of Vocational Education
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC14 Plus Postage
Descriptors—*Employment Services, *Followup Studies, *Job Placement, *Program Development, *Student Placement, Employer Attitudes, Employment Opportunities, Field Studies, Job Application, Postsecondary Education, Program Evaluation, Program Improvement, Regional Programs, Secondary Education, Statewide Planning, Vocational Education
Identifiers—Kentucky

A project was designed to develop and field test a job and career placement and follow-up system to serve as a model for state-wide implementation in vocational education programs. Third year objectives were (1) to expand the field test of the placement and follow-up system to six regional satellite test sites utilizing selected high schools and state supported vocational schools, (2) to plan, develop, and implement inservice activities to facilitate second-year field testing, (3) to evaluate the system and implementation methods and revise the system if necessary, and (4) to disseminate information about the system to the target population. All objectives were met to some extent, but only three regions implemented all phases of the system. The second-year field test provided three major results: production of information necessary for improving the system, aligning the information-producing instruments with reporting requirements of regulatory agencies, and gaining knowledge necessary for successful implementation of the system on a state-wide basis. It was concluded that a standardized placement and follow-up system will work in Kentucky. (Appendixes contain a revised manual, suggestions and recommendations, the local school plan form, and the employer survey results.) (CSS).

ED 163 220 CE 018 746

FY 1979 South Carolina State Plan for Vocational-Technical Education.
South Carolina State Dept. of Education, Columbia
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF02 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Planning, *Program Administration, *State Departments of Education, *Technical Education, *Vocational Education, Adult Education, Educational Objectives, Educational Philosophy, Educational Strategies, Postsecondary Education, Program Descriptions, Program Design, Program Development, Secondary Education, Special Education
Identifiers—South Carolina

South Carolina's State Plan for Vocational-Technical Education is presented. Part I contains an overview of South Carolina's population, present economy, and economic forecast for 1985. South Carolina's philosophy, mission, and major vocational education system goals are described in Part II. Part III discusses the organization and governance of the state's educational system, including the State Board of Education, the State Board for Technical and Comprehensive Education, Office of the Governor (manpower division), and other state agencies and institutions. Part IV presents the State's general policies and administrative provisions for local advisory councils, State Plan Planning Committee, public information, local applications, financial management, and program evaluation. Part V describes program administration and planning, including employment data preparation, annual program plan summary for vocational education Fiscal Year (FY) 1979, five-year plan summary for vocational education FY 1979-1982, and FY 1979 through 1982 Program Plans (Basic Grants, Program Improvement, Special Programs for Disadvantaged, Consumer and Homemaking Education) and Youth Organizations. Parts VI, VII, VIII, and IX provide information on public hearings, coordination of program funds under Public Law 94-482 and manpower training programs, compliance of the State Plan with the provision concerning equal access to programs by both men and women, and the participation of local advisory councils in program planning. (JH).

ED 163 221 CE 018 809

Productivity and Job Security: Retraining to Adapt to Technological Change.
National Center for Productivity and Quality of Working Life, Washington, D.C.
Pub Date—77
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Adult Education, *Job Skills, *On the Job Training, *Retraining, *Technological Advancement, *Tenure, Case Studies, City Government, Employer Employee Relationship, Employment Problems, Improvement, Industrial Training, Information Dissemination, Job Layoff, Job Training, Labor Force, Labor Force Development, Productivity, Skill Obsolescence, Training Methods, Training Objectives, Vocational Adjustment

This report, the first of a series on productivity and job security, presents five case studies to illustrate retraining to achieve worker's adjustment to technology. The first of seven chapters addresses the following issues: the availability of job training/retraining data, the desirability of informing workers in advance of technological change, advantages/disadvantages of training methods, and the general effectiveness of retraining to assure job security. The first case study, presented in chapter 2, discusses the removal of foundry worker's apprehensions about moving into a new foundry through on-the-job training (OJT) and assurances that job declines would be met through attrition. Chapter 3 examines a case in which single craft mechanics were transformed to multicraft personnel through OJT and home study. The fourth chapter contains a case in which graphic arts innovations and employer attitudes resulted in mature worker's layoffs. Chapter 5 discusses the use of simulation to upgrade welders' skills. Chapter 6 recounts a case in which Detroit retrained building inspectors. The importance of continuing education and training are emphasized in chapter 7. This final chapter formulates policy implications and suggests that efforts to achieve high productivity through technology is generally accepted by unions provided companies pursue a job security policy. (Other reports in this series are also available—see note.) (CSS).

ED 163 223 CE 018 819

Mirengoff, William Rindler, Lester
CETA: Manpower Programs under Local Control.
National Academy of Sciences—National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Ford Foundation, New York, N.Y.
Pub Date—78
Available from—Office of Publications, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment Programs, *Federal Legislation, *Federal Programs, *Job Training, *Program Effectiveness, *Program Evaluation, Administrative Problems, Cooperative Programs, Coordination, Delivery Systems, Employment Problems, Federal State Relationship, Institutional Characteristics, Labor Force Development, Objectives, Participant Characteristics, Policy, Political Issues, Program Administration, Program Content, Program Descriptions, Resource Allocation, Use Studies
Identifiers—Comprehensive Employment and Training Act

This document presents the final report of a study conducted by the Committee on Evaluation and Training Programs to assess the impact of CETA (Comprehensive Employment and Training Act) on manpower programs. The report examines the differences between CETA Title I programs and their predecessors and compares legislative goals with results. It also examines the impact of public service employment programs on the structurally oriented programs of Title I and the degree to which the primary objective of Title V (creation of new jobs) is achieved. Chapter 1 of ten chapters provides an overview of CETA history, a summary of CETA objectives, and a summary of the evaluation committee's conclusions in relation to accomplishments, problems and recommendations, and policy issues. Chapters 2-9 discuss the major findings under the following categories: resources and allocations; manpower planning; administration; program choices; the delivery of Title I services; public service employment; clientele; and program effectiveness. The last chapter summarizes the

major findings and recommendations under the following topics: allocation of resources; substantive aspects of CETA programs; administrative processes; and institutional relationships. Included in the appendixes are a glossary of manpower acronyms; the calculation formula for the job creation ratio; highlights of the proposals and recommendations made by the National Commission for Manpower Policy; and statistical tables. (BM).

ED 163 226 CE 018 871

Career Education Projects Funded under Sections 402 and 406 of Public Law 93-380. (Fourth Year's Program—Fiscal Year 1978 Funding).

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—78

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Educational Programs, *Grants, Career Choice, Disadvantaged Youth, Educational Improvement, Educational Methods, Exceptional Child Education, Federal Aid, Information Dissemination, Minority Groups, Projects, Sex Stereotypes, Teacher Education

Identifiers—Education Amendments 1974

This booklet contains a record of the following projects: (1) twelve designed to effect incremental improvements in K-12 career education, (2) ten designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education, (3) thirty designed to demonstrate the most effective methods and techniques in career education for the handicapped, gifted and talented, and minority and low income youth, and for reducing sex stereotyping in career choices, (4) twenty designed to demonstrate the most effective methods and techniques for the training/retraining of persons for conducting career education programs, and (5) fifteen designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public. Under each category are listed the state and project number, grant or contract number and Office of Career Education team, project director and organization, project title, and amount of federal funding. (CSS).

ED 163 227 CE 018 899

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Health Occupations. Final Report.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—96p. ; Not available in hard copy due to thin type. For related documents see CE 018 900-916

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Health Occupations, *Job Skills, *Occupational Clusters, *Task Analysis, Allied Health Occupations Education, Cluster Grouping, Comparative Analysis, Educational Needs, Job Analysis, Postsecondary Education, Surveys

An analysis of competencies practiced by seventeen health occupation groups was conducted to determine the extent to which commonality existed in job activities. (The groups include accredited records technician, aide/orderly, dental assistant, dental hygienist, dental lab technician, dietetic technician, licensed practical nurse, medical assistant, medical lab assistant, medical lab technician, nuclear medical technician, occupational therapist, operating room technician, orthopaedic physician's assistant, radiological technician, registered nurse, respiratory therapist.) Competencies for health occupations for which job entry preparation is available in community colleges were obtained from a literature review, professional associations, and health occupation education programs. The competencies from all sources were combined into a comprehensive single listing for distribution to a sample of 4,075 Iowa and upper midwest area health employees. Approximately 250 persons in each group were given the 720-item survey. They were asked to indicate the nature of each competency they practiced (skill or understanding), the frequency of practice, and the type of training needed to become proficient. The number of competencies common to all seventeen occupations was relatively small: twenty-five of a final 718 items. However, within smaller groups of occupations, extensive levels of common competencies existed. It was also found that a broad range of prior health occupations employment was reported by respondents for given occupations and that a diversity of responsibilities existed within selected occupational job titles. Recommendations drawn as a result of the study were that health occupation educators and instructional designers could utilize the findings to modify current delivery systems and emphasis on content. (Survey results are available for each of the seventeen groups—see CE 018 900-916.) (Author/JH)

ED 163 228 CE 018 900

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume I: Accredited Records Technician.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—29p. ; Not available in hard copy because of reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Record Technicians, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of accredited records technicians on competency characteristics for their occupation is presented in this document. (Accredited records technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 901-916.) (JH).

ED 163 229 CE 018 901

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume II: Aide/Orderly.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—35p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters

Identifiers—Medical Aides, Orderlies

An analysis of survey responses from a sample of aides/orderlies on competency characteristics for their occupation is presented in this document. (Aide/orderly is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey

results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 230 CE 018 902

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume III: Dental Assistant.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—55p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Dental Assistants, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of dental assistants on competency characteristics for their occupation is presented in this document. (Dental assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 231 CE 018 903

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IV: Dental Hygienist.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—45p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Dental Hygienists, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of dental hygienists on competency characteristics for their occupation is presented in this document. (Dental hygienist is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 232 CE 018 904

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume V: Dental Lab Technician.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—39p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Dental Technicians, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of dental laboratory technicians on competency characteristics for their occupation is presented in this document. (Dental laboratory technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 233 CE 018 905

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VI: Dietetic Technician.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—29p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Dietitians, *Health Occupations, *Job Skills, *Occupational Clusters, *Task Analysis, Cluster Grouping, Job Analysis

An analysis of survey responses from a sample of dietetic technicians on competency characteristics for their occupation is presented in this document. (Dietetic technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 234 CE 018 906

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VII: Licensed Practical Nurse.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—57p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Practical Nurses, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of licensed practical nurses on competency characteristics for their occupation is presented in this document. (Licensed practical nurse is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 235 CE 018 907

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VIII: Medical Assistant.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—57p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Assistants, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of medical assistants on competency characteristics for their occupation is presented in this document. (Medical assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 236 CE 018 908

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IX: Medical Lab Assistant.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—53p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Laboratory Assistants, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of medical laboratory assistants on competency characteristics for their occupation is presented in this document. (Medical laboratory assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 237 CE 018 909

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume X: Medical Lab Technician.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—55p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Medical Technologists, *Task Analysis, Cluster Grouping, Medical Laboratory Assistants, Occupational Clusters

An analysis of survey responses from a sample of medical laboratory technicians on competency characteristics for their occupation is presented in this document. (Medical laboratory technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 238 CE 018 910

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XI: Nuclear Medical Technician.

Des Moines Area Community Coll. Ankeny, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603320

Note—39p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters

Identifiers—Nuclear Medical Technicians

An analysis of survey responses from a sample of nuclear medical technicians on competency characteristics for their occupation is presented in this document. (Nuclear medical technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 239 CE 018 911

McClurg, Ronald B.

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XII: Occupational Therapist.

Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—35p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Occupational Therapists, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of occupational therapists on competency characteristics for their occupation is presented in this document. (Occupational therapist is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 240 CE 018 912

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XIII: Operating Room Technician.
Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—41p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters
Identifiers—Operating Room Technicians

An analysis of survey responses from a sample of operating room technicians on competency characteristics for their occupation is presented in this document. (Operating room technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 241 CE 018 913

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XIV: Orthopaedic Physician's Assistant.
Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—39p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Task Analysis, Cluster Grouping, Occupational Clusters
Identifiers—Orthopaedic Physicians Assistants

An analysis of survey responses from a sample of orthopaedic physician's assistants on competency characteristics for their occupation is presented in this document. (Orthopaedic physician's assistant is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 242 CE 018 914

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XV: Radiological Technician.
Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—37p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Radiologic Technologists, *Task Analysis, Cluster Grouping, Occupational Clusters

An analysis of survey responses from a sample of radiological technicians on competency characteristics for their occupation is presented in this document. (Radiological technician is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—see CE 018 900-916.) (JH).

ED 163 243 CE 018 915

McClurg, Ronald B.
Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume XVI: Registered Nurse.
Des Moines Area Community Coll. Ankeny, Iowa
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603320
Note—61p. ; Not available in hard copy due to reproducibility problems. For related documents see CE 018 899-916
Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Data Analysis, *Health Occupations, *Job Analysis, *Job Skills, *Nurses, *Task Analysis, Cluster Grouping, Occupational Clusters
Identifiers—Registered Nurses

An analysis of survey responses from a sample of registered nurses on competency characteristics for their occupation is presented in this document. (Registered nurse is one of seventeen occupation groups included in this research.) The competencies are reported in five categories: (1) those competencies selected by the respondents from a list of 720 health occupations competencies; (2) the percentage rate which respondents reported practicing the competency item; (3) type

of competency (indicated as the performance of a physical skill or action, or an understanding or mental comprehension); (4) use frequency (daily, weekly, monthly); and (5) training needed to achieve proficiency in that competency (formal instruction, demonstration, on-the-job). (The final report of the survey is available as CE 018 899. Survey results for the other occupational groups are also available—CE 018 900-916.) (JH).

ED 163 246 CE 018 926

Vaughn, Paul R. McMillion, Martin B.

Salaries and Working Conditions of Agricultural Education Teachers in Virginia.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program

Spons Agency—Virginia Polytechnic Inst. and State Univ. Blacksburg, Coll. of Education Small Grant Program. Virginia State Dept. of Education, Richmond

Pub Date—78

Pub Type—Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Tables Data, *Teacher Salaries, *Teaching Conditions, *Vocational Education Teachers, Questionnaires, Secondary Education, State Surveys, Teacher Employment Benefits, Teaching Load

Identifiers—Virginia

The salaries and working conditions of agricultural education teachers in public schools in Virginia were studied. The sample consisted of all 390 agricultural education teachers employed during the 1976-1977 school year. A questionnaire was used to secure information. Findings for the typical teacher include the following: years of teaching experience are eleven; employment contract is on a twelve-month basis; salary range is from $11,000 to $12,000; health, medical, or life insurance is not received free; paid vacation is ten days or two weeks annual leave; travel is alloted at $475 and reimbursed at a rate of twelve cents per mile; the class load is five classes per day at fifty-five minutes each with sixteen students per class; twenty-nine minutes are allotted for lunch; in the area of continuing education payment is made for 114 hours of adult work; Future Farmers of America (FFA) chapter is advised; two extra duties are required, but three are actually performed; an average arrival time of 22.5 minutes before school is required; and the time spent at school after school dismissal is 22.2 minutes. (The questionnaire form is appended.) (JH).

ED 163 248 CE 018 935

Burrows, Ann, Ed

Common Core Curriculum for Vocational Education. Proceedings, #I: Common Core Curriculum Workshop (Fresno, California, February 23-24, 1976).

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—76

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Teacher Education, *Core Curriculum, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Curriculum Evaluation, Educational Trends, Higher Education, Learning Modules, Workshops

Proceedings of the first of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. The bulk of this document consists of four workshop presentations given by J. Robert Warmbrod. In the first address, "National Issues and Trends in Vocational Education," emphasis is given to the relationship between the major trends and issues in general education and those in vocational education. Also stressed is the need for teacher educators to have a clear perspective on the purposes of vocational education. In the second presentation, "Analysis of Common Core Components of Management Approach to Teaching Consumer and Homemaking Education (MATCHE)," the results of an analysis of the MATCHE curriculum are outlined. In "Development and Use of Instructional Modules," basic ideas on teaching and learning upon which the development of modules should be based are given. Finally in "Summary of Workshop," the major purposes of the workshop, specific tasks which were to be accomplished, the process which was used, and the outcomes are outlined. Appended are the following: workshop agenda; results of module identification; list of modules to be developed; original MATCHE module format; Common Core Curriculum Format; workshop evaluation sheet; and a list of the names of the workshop participants. (Proceedings of the other workshops are CE 018 936-937; the core curriculum modules developed are CE 018 938-971.) (JH).

ED 163 249 CE 018 936

Common Core Curriculum for Vocational Education. Proceedings, #II: Common Core Curriculum Workshop (Fresno, California, March 21-22, 1977).

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—77

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Teacher Education, *Curriculum Development, *Field Studies, *Research Design, *Research Methodology, *Vocational Education, Core Curriculum, Curriculum Evaluation, Higher Education, Learning Modules, Research Needs, Research Problems, Teacher Education Curriculum

Proceedings of the second of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. The bulk of this document consists of three workshop presentations given by J. Robert Warmbrod and one presentation by Terry G. Newell. In the first address, "The Application of Research Process to Problems in Vocational Education," emphasis is given to problem selection and the types of research problems, and to types of research (descriptive, correlational, and experimental). In the second presentation, "Research Design: Implications for Interpretation," emphasis is on designing and conducting investigations such that valid findings are revealed. Threats to internal and external validity are discussed. In the third presentation, "Some Research Needs in Vocational Education," two areas of research needs are discussed: (1) teacher education, specifically relating to competency based education; and (2) the evaluation of vocational education programs. In the presentation by Newell, "Field Testing the Common Core Curriculum Modules," field test procedures and materials, analysis of the field tests of all modules and summary of pre/posttest changes are discussed. Included in the appendixes are the workshop agenda, a list of the modules, field test procedures, and lists of workshop participants and field test instructors. (The other workshops are reported in CE 018 935-937; the modules developed are CE 018 938-971.) (JH).

ED 163 250 CE 018 937

Common Core Curriculum for Vocational Education. Proceedings, #III: Common Core Curriculum Workshop (Fresno, California, November 17-18, 1977).

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—77

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Competency Based Teacher Education, *Core Curriculum, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Curriculum Evaluation, Evalua-

tion Criteria, Higher Education, Individualized Instruction, Learning Modules, Teaching Skills, Workshops

Proceedings of the third of three workshops held in conjunction with the development of thirty-four core curriculum modules for vocational teacher education are presented. Included are five workshop presentations: (1) "An Overview of the Movement for Competency-Based Vocational Instruction (CBI)," by Glen Fardig; (2) "The Nature and Characteristics of Individualized Instruction," by Sandra W. Miller; (3) "Preparing Teachers to Install and Manage Competency-Based Vocational Programs," by Glen Fardig; (4) "Performance-Based Teacher Education Materials from the Center for Vocational Education," by Glen Fardig; and (5) "Review of the Vocational Education Curriculum Materials," by Terry Newell. In the appendixes are the following: program agenda; check list for review and evaluation of CBI materials; workshop evaluation form; a list of vocational teacher professional competencies essential to installing and conducting CBI; an annotated bibliography of CBI (Primary Version); a bibliography of recent curriculum materials for professional vocational teacher education; transparency masters used in the workshop presentations; and a list of workshop participants. (Proceedings of the other two workshops are CE 018 935-936; the core curriculum modules developed are CE 018 938-971). (JH).

ED 163 251 CE 018 938

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-1: History, Philosophy, and Trends in Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Educational History, *Educational Philosophy, *Educational Trends, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Foundations of Education, Higher Education, Learning Activities, Learning Modules

This module on the history, philosophy, and trends in vocational education is one of a set of four on the introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the history of vocational education; (2) the philosophical concepts of vocational education; and (3) trends in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 252 CE 018 939

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-2: Scope, Function, and Organization in Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Educational Objectives, Foundations of Education, Higher Education, Learning Activities, Learning Modules, Organization

This module on scope, function, and organization in vocational education is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the scope of vocational education; (2) the function of vocational education; and (3) the organization of vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 253 CE 018 940

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category A: Introduction to Vocational Education. A-3: Vocational Legislation.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Federal Legislation, *Teacher Education Curriculum. *Vocational Education, Background, Competency Based Teacher Education, Economic Factors, Foundations of Education, Higher Education, Learning Activities, Learning Modules, Political Influences, Social Influences

Identifiers—Smith Hughes Act, Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Amendments 1976

This module on vocational legislation is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) gaining an understanding of the significance of early and present legislation on vocational education; (2) reviewing the national study panels and reports that provided the basis for the major pieces of vocational legislation; and (3) analysis of the economic, political, professional, and social factors of the times that led to the legislation enactment of the Smith Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Amendments of 1968 and 1976. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 254 CE 018 941

Schramm, Dwayne

Common Core Curriculum for Vocational Education. Category A: In-

troduction to Vocational Education. A-4: Assessing the Job Market and Employment Trends.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Employment Projections, *Labor Market, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Employment Opportunities, Employment Services, Employment Statistics, Higher Education, Job Search Methods, Job Skills, Labor Needs, Labor Supply, Learning Activities, Learning Modules

This module on assessing the job market and employment trends is one of a set of four providing an introduction to vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) determining the job market; (2) identification of the need for selected occupations; (3) listing of job requirements of selected occupations; (4) determining the supply and demand of selected occupations; and (5) using a private or public agency to verify job market needs and trends. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 255 CE 018 942

Winegar, Gary
Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-1: Rationale for Cooperative Relationships.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cooperative Education, *Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Cooperative Programs, Higher Education, Learning Activities, Learning Modules

This module on rationale for cooperative relationships is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) historical developments of cooperative relationships; (2) significance of cooperative education; and (3) current attitudes toward cooperative programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 256 CE 018 943

Winegar, Gary
Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-2: Advisory Councils.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Advisory Committees, *Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Cooperative Programs, Federal Legislation, Higher Education, Learning Activities, Learning Modules, Program Development, Resource Materials

This module on advisory councils is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) purpose and function of advisory councils; (2) state and federal regulations of advisory councils; (3) organizing advisory councils; (4) implementing and evaluating advisory councils; and (5) other advisory resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 257 CE 018 944

Winegar, Gary
Common Core Curriculum for Vocational Education. Category B: Cooperative Relationship. B-3: Cooperative and Work Experience Programs.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Cooperative Education, *Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Apprenticeships, Competency Based Teacher Education, Cooperative Programs, Higher Education, Learning Activities, Learning Modules, Work Experience Programs, Work Study Programs

This module on cooperative and work experience programs is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) cooperative vocational education programs; (2) work experience education programs; (3) work study programs; and (4) apprenticeship programs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 258 CE 018 945

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-1: Promoting Vocational Education and Recruiting Eligible Students.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Publicize, *Student Recruitment, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules

This module on promoting vocational education and recruiting eligible students for vocational programs is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identifying strategies for promoting vocational education and recruiting eligible students; (2) selecting appropriate strategies for promoting vocational education and recruiting eligible students; (3) developing a program for promoting vocational education in a specific vocational area; and (4) developing a recruiting program for eligible students. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 259 CE 018 946

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-2: Assessing Students' Personal Characteristics.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Educational Testing, *Student Characteristics, *Teacher Education Curriculum, *Vocational Education, Academic Ability, Academic Achievement, Aptitude Tests, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, Personality Assessment, Physical Examinations, Student Interests

This module on assessing students' personal characteristics is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) assessing students' physical health and stamina; (2) assessing students' aptitudes; (3) assessing students' personalities; (4) assessing students' interests; and (5) assessing students' achievements. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series:) (JH).

ED 163 260 CE 018 947

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-3: Guidance and Counseling.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Counseling, *Career Development, *Career Guidance, *Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Career Choice, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, Student Placement, Student Recruitment, Theories, Vocational Followup

This module on guidance and counseling is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) theories of career development and vocational choice; (2) strategies of career guidance; (3) student placement; (4) student follow-up; and (5) student recruitment. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 261 CE 018 948

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-4: Assisting Students with Special Needs in Vocational Education Program.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Special Education, *Teacher Education Curriculum, * *Vocational Education, Competency Based Teacher Education, Educational Strategies, Higher Education, Learning, Learning Activities, Learning Modules, Student Characteristics

This module on assisting special needs students in vocational education is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) studying characteristics of students with special needs; (2) identifying students with special needs; and (3) determining education strategies for teaching students with

special needs. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 262 CE 018 949

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-5: Assessing the Needs of the Disadvantaged Student.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Disadvantaged Youth, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Federal Aid, Higher Education, Learning Activities, Learning Modules, Needs Assessment, Program Development, Program Evaluation, State Aid, Student Needs

Identifiers—California

This module on assessing the needs of disadvantaged students is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) identification of the disadvantaged student; (2) implementing the program for the disadvantaged; (3) use of federal and state funds; and (4) program review and evaluation. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 263 CE 018 950

Sobolik, Gayle

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-6: Developing Student Leadership Qualities in Vocational Education Programs.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Leadership Qualities, *Leadership Training, *Student Leadership, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Leadership Styles, Learning Activities, Learning Modules

This module on developing student leadership qualities is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) classifying approaches to the study of leadership; (2) classifying leadership styles; (3) identifying leadership characteristics and recognizing leadership potential in vocational students; and (4) developing vocational students' leadership potential into effective leadership. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 264 CE 018 951

Dowler, Lloyd

Common Core Curriculum for Vocational Education. Category C: Vocational Students. C-7: Student Organizations.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

ED 163 266 CE 018 953

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-2: Writing a Vocational Education Project/Budget.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Program Budgeting, *Teacher Education Curriculum, * *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, Program Development, Project Applications, Resources, Teacher Certification

Identifiers—California

This module on writing a vocational education project/budget is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) terminology in budgeting; (2) educational planning; (3) district revenue resources; (4) preparing a program application; and (5) developing a spending plan. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 267 CE 018 954

Bain, William

Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-3: Record Keeping in Vocational Programs.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer

Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Recordkeeping, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, Records Forms, Reports, Teacher Certification
Identifiers—California

This module on record keeping in vocational programs is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) district application for funds; (2) statistical forms; (3) fiscal (claims) reports; and (4) follow-up reporting. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various education.' settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 268 CE 018 955

Bain, William
Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-4: Conference Leadership.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Conferences, *Core Curriculum, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Leadership Training, Learning Activities, Learning Modules, Planning

This module on conference leadership is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, seven lessons are presented: (1) leadership and its techniques; (2) conference planning—topic selection; (3) conference planning—personnel selection; (4) conference planning—program format; (5) facility selection and arrangements; (6) conference evaluation; and (7) leading a session. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 270 CE 018 957

Schramm, Dwayne
Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-6: School Law and Its Relationship to Vocational Education.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *School Law, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Federal Legislation, Higher Education, Learning Activities, Learning Modules, State Legislation
Identifiers—California

This module on school law and its relationship to vocational education is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) examining sources from which school law stems; (2) examining school law based on judicial opinions; (3) examining school law resulting from federal statutes; (4) examining recent school law on vocational education resulting from federal legislation; and (5) examining school law on vocational education resulting from state legislation and local agency resolutions. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 271 CE 018 958

Martin, Joan
Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-7: Staff Development.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Staff Development, *Teacher Education Curriculum, * *Vocational Education, Competency Based Teacher Education, Higher Education, Individual Development, Learning Activities, Learning Modules

This module on staff development is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) nature and scope of staff development; (2) training needs assessment; (3) personal growth objectives; (4) orienting the new employee; and (5) staff development issues. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 272 CE 018 959

Marsters, Hal
Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-8: Implementation of Change.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adul. Education

(DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Educational Change, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Curriculum Development, Educational Trends, Higher Education, Learning Activities, Learning Modules, Program Administration

This module on implementation of change is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) sources, issues, and trends; (2) research and planning; (3) organization, design, and implementation; and (4) continuation and evaluation. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a simplified curriculum development model, followed by a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 273 CE 018 960

Schramm, Dwayne
Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-1: Developing a Curriculum Design in Vocational Education.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Curriculum Design, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules

This module on developing a curriculum design is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, six lessons are presented: (1) examining what is meant by curriculum; (2) examining the elements which go into determining the nature of curriculum design; (3) investigating relationship of the vocational education curriculum to curriculum design and to the general curriculum of a school; (4) integrating vocational education in the design of the general educational curriculum; (5) exploring procedures for developing a vocational education curriculum; and (6) participating in the development of a vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 274 CE 018 961

Schramm, Dwayne
Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-2: Applying Learning Theory to Vocational Education.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Curriculum Design, *Learning Theories, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules

This module on applying learning theory to vocational education is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) examining what is meant by learning; (2) identifying and describing various learning theories; (3) determining how learning theories are related to education; (4) determining how learning theories are related to vocational education; and (5) relating how an understanding of learning theory is essential for developing curriculum design in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 275 CE 018 962

Schramm, Dwayne
Common Core Curriculum for Vocational Education. Category E: Curriculum Design in Vocational Education. E-3: Instructional Strategies.
California State Univ. Fresno
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services
Pub Date—78
Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Core Curriculum, *Teacher Education Curriculum, *Teaching Methods, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules

This module on instructional strategies is one of a set of three on curriculum design in vocational education and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) determining what is meant by instructional strategies; (2) selecting instructional strategies for use in the learning process; (3) evaluating instruction and instructional strategies for their effectiveness; (4) employing a variety of instructional strategies in vocational education; and (5) examining unique instructional strategies being used in vocational education. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of

suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 276 CE 018 963

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-1: Theories in Curriculum Development.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Economic Factors, Educational Theories, Higher Education, Learning Activities, Learning Modules, Political Influences, Social Influences

This module on theories in curriculum development is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, two lessons are presented: (1) curriculum theories and (2) forces influencing development of vocational education curriculum. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 277 CE 018 964

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-2: Building a Curriculum for Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Educational Resources, Higher Education, Learning Activities, Learning Modules

This module on building a curriculum for vocational education is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the function of curriculum; (2) assessing the need for curriculum; and (3) available resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 278 CE 018 965

Harkins, Frances

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-3: Applying Curriculum Specifics to Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Curriculum Development, *Teacher Education Curriculum, *Vocational Education, Behavioral Objectives, Competency Based Teacher Education, Educational Objectives, Higher Education, Learning Activities, Learning Modules, Student Needs

This module on applying curriculum specifics to vocational education is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules comprising a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) selection of specific clientele and plans for a segment of curriculum material; (2) job analysis; (3) objectives; and (4) curriculum product. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 279 CE 018 966

Winegar, Gary

Common Core Curriculum for Vocational Education. Category F: Stages and Structure of Curriculum Development. F-4: Safety.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Curriculum Development, *Safety, *Teacher Education Curriculum, *Vocational Education, Check Lists, Competency Based Teacher Education, Fire Protection, First Aid, Higher Education, Learning Activities, Learning Modules, School Safety

Identifiers—Occupational Safety and Health Act 1970

This module on safety is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules comprising a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) Occupational Safety and Health Act; (2) housekeeping;

(3) fire safety; (4) first aid; and (5) electrical safety. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module are five pre/posttests and answer keys. A school shop safety inspection check list is also included. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 280 CE 018 967

Harkins, Frances

Common Core Curriculum for Vocational Education, Category G: Evaluation and Research. G-1: Evaluation Models.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Evaluation Methods, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Criterion Referenced Tests, Formative Evaluation, Higher Education, Learning Activities, Learning Modules, Models, Summative Evaluation, Teacher Certification

This module on evaluation models is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) formative evaluation; (2) characteristics of summative evaluation modes; (3) implementation of summative evaluation models; (4) criterion-referenced measurement; and (5) other evaluation measures. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 281 CE 018 968

Bauer, Ann

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-2: Evaluation Procedures for Local Programs.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Evaluation Methods, *Program Evaluation, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, School Districts, State Standards

Identifiers—California

This module on evaluation procedures for local programs is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) reviewing California requirements for vocational education programs; (2) verifying California standards in a district; (3) identifying evaluation data; and (4) review of concept development. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 282 CE 018 969

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-3: Introduction to Research Procedures in Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Research Methodology, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Data Analysis, Data Collection, Higher Education, Learning Activities, Learning Modules, Research Skills, Research Tools

This module providing an introduction to research procedures is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) research, a scientific method; (2) elements of a research report; (3) sources and utilization of research literature; (4) analysis of descriptive, experimental, and historical research and (5) data gathering tools of research. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 283 CE 018 970

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-4: Research Design in Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Research Design, *Statistical Analysis, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules, Nonparametric Statistics, Statistics

This module on research design in vocational education is one of a

set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) introduction to statistics—properties of data and measures of central tendency; (2) correlation and prediction; (3) laws of probability and strategies of inferential statistics; (4) hypothesis testing—parametric statistics; and (5) hypothesis testing—nonparametric statistics. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 284 CE 018 971

Moshier, Kenneth

Common Core Curriculum for Vocational Education. Category G: Evaluation and Research. G-5: Development of a Research Proposal in Vocational Education.

California State Univ. Fresno

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. California State Dept. of Education, Sacramento. Vocational Education Instruction Services

Pub Date—78

Available from—Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Core Curriculum, *Research Proposals, *Teacher Education Curriculum, *Vocational Education, Competency Based Teacher Education, Higher Education, Learning Activities, Learning Modules

This module on the development of a research proposal in vocational education is one of a set of five on evaluation and research and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the statement of the problem; (2) review of the literature; and (3) design of the study. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH).

ED 163 285 CE 018 972

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Executive Summary.

Institutional Development Associates, Inc. Silver Spring, Md. Westat Research, Inc. Rockville, Md

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation

Pub Date—78

Contract—300-76-0315

Note—20p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 018 973-975 ; Prepared in collaboration with Financial Systems Planners, Inc

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Facility Utilization Research, *Organization, *Program Administration, *State Agencies, *Vocational Education, Administrative Policy, Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Money Management, National Surveys, Postsecondary Education, Program Evaluation, Secondary Education, State Government, Systems Analysis

A national study was conducted to accomplish three objectives: (1) describe the organization and governance of state and local agencies and delivery systems for vocational education; (2) describe the basic provisions by which the capital and operating costs of vocational education are funded; and (3) describe the status of the nation's vocational education system in terms of capacity, services, accessibility to students, and the adequacy, condition, and level of utilization of its facility resources. Data were secured through interviews with state directors of vocational education and executive officers of other state agencies responsible for vocational education programs, and through a mailed survey (with telephone follow-up) of all public secondary and free-standing, two-year postsecondary institutions having facilities for five or more different vocational programs. Findings include the following: state governance structures for vocational education may be characterized by ten different categories of broad structures, five different classes of administrative units, and five different levels of authority over institutions; vocational education institutions and delivery systems may be classified by six types of institutions, four different classes of single and multidistrict services, and thirteen different types of program administration units; vocational programs may be financed from four primary sources; and the location of institutions having five or more different programs does not reflect the distribution of the population. Further examination of the relationship between federal requirements and state policies, practices, and statutes is recommended. (Also available are the following related volumes: vol. 1, Technical Report (CE 018 973); vol. II, State Vocational Education System Descriptions (CE 018 974); and vol. III, Methodology Report (CE 018 975).) (JH).

ED 163 286 CE 018 973

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Volume I. Technical Report.

Institutional Development Associates, Inc. Silver Spring, Md. Westat Research, Inc. Rockville, Md

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation

Pub Date—78

Contract—300-76-0315

Note—190p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 018 972-975 ; Prepared in collaboration with Financial Systems Planners, Inc

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Facility Utilization Research, *Organization, *Program Administration, *State Agencies, *Vocational Education, Administrative Policy, Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Money Management, National Surveys, Postsecondary Education, Program Evaluation, Research Reports, Secondary Education, State Government, Systems Analysis

The major data and findings of a national study of vocational education systems and facilities are presented in this first of a four-volume report. Part I is organized as follows: chapter I describes the present and historical organization of state vocational education administration structures and identifies types of state agency relationships that have an impact on the formulation and implementation of policies and programs; chapter II summarizes the vocational education system in terms of types of institutions, operating characteristics of these institutions, and the patterns of governance and fiscal status of the programs administered by local education agencies; chapter III presents factors that have historically affected the use of state and federal funds in the expansion and operation of programs; and chapters IV and V describe the practices of the states and territories in the financing of facilities construction, equipment acquisition, and operating costs in different types of institutions. Part II contains three chapters: chapter VI describes the facility resources of the nation's vocational education system; chapter VII presents an analysis of the utilization of facilities; and chapter VIII describes the program offerings and admission characteristics of vocational education institutions. Part III consists of the concluding chapter, which discusses how new facilities and programs are planned and describes factors

that affect the planning and decision making process in the use of facilities and resources. (Also available are the following related volumes: vol. II, State Vocational Education System Descriptions (CE 018 974); vol. III, Methodology Report (CE 018 975); and the Executive Summary (CE 018 971).) (JH).

ED 163 287 CE 018 974

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Volume II. State Vocational Education System Descriptions.

Institutional Development Associates, Inc. Silver Spring, Md. Westat Research, Inc. Rockville, Md

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation

Pub Date—78

Contract—300-76-0315

Note—305p. ; For related documents see CE 018 972-975 ; Prepared in collaboration with Financial Systems Planners, Inc

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Facility Utilization Research, *National Surveys, *Organization, *Program Administration, *Program Descriptions, *State Agencies, *Vocational Education, Administrative Policy, Federal Aid, Financial Support, Money Management, Postsecondary Education, Secondary Education, State Government

Summary reports on the organization and financing of vocational education in each state and territory are presented in this second of a four-volume report of a national study of vocational education systems and facilities. Information for each state and territory is organized as follows: state governance of vocational education (state agency/agencies with vocational education responsibilities, coordination between agencies, and organizational history); organization of vocational education delivery systems (institutions and services, regionalization and coverage, and administration); financing facilities and equipment for vocational education; and financing vocational education program operating costs. (The information contained in these profiles was compiled on the basis of interviews with state agency personnel and in the review of documentation and revisions secured from state agencies and other sources.) (Also available are the following related volumes: vol. I, Technical Report (CE 018 973), vol. III, Methodology Report (CE 018 975), and the Executive Summary (CE 018 972).) (JH).

ED 163 288 CE 018 975

Woodruff, Alan And Others

National Study of Vocational Education Systems and Facilities. Volume III. Methodology Report.

Institutional Development Associates, Inc. Silver Spring, Md. Westat Research, Inc. Rockville, Md

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation

Pub Date—78

Contract—300-76-0315

Note—129p. ; Not available in hard copy due to print size; For related documents see CE 018 972-974 ; Prepared in collaboration with Financial Systems Planners, Inc

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Facility Utilization Research, *National Surveys, *Organization, *Program Administration, *Research Methodology, *State Agencies, *Vocational Education, Administrative Policy, Federal Legislation, Financial Support, Interviews, Postsecondary Education, Program Evaluation, Secondary Education, State Government

The methodology procedures for a national study of vocational education systems and facilities are presented in this third of a four-volume report. Chapter I describes the development of study requirements (analysis of requirements and study development activities) and the development of study implementation (local education agency survey instrument, state agency interview guide, and pretest and instrumentation revision). Chater II presents the definition of the study universe and the development of a universe directory. Chapter III describes the methodology employed in surveying local education agencies (field advocacy and support, survey procedures, phase I, phase II, response rates, receipt control and data preparation, and manual coding and editing) and interviewing state agencies. Included in the appendixes is a copy of the local vocational education agency mail survey instrument, the local vocational education agency telephone survey instrument, and the state agency interview guide. (Also available are the following related volumes: vol. I, Technical Report (CE 018 973), vol. II, State Vocational Education System Descriptions (CE 018 974), and the Executive Summary (CE 018 972).) (JH).

ED 163 292 CE 019 028

Davis, Rose M.

Consumer Competencies of Kentucky High School Graduates. Technical Report.

Kentucky Univ. Lexington. Dept. of Home Economics Education

Pub Date—77

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Academic Achievement, *Consumer Education, *High School Graduates, Educational Needs, Home Economics Skills, Needs Assessment, Program Evaluation, Secondary Education, State Surveys

Identifiers—Illinois, Kentucky, Test of Consumer Competencies Form B

Strengths and weaknesses of consumer competencies of Kentucky high school graduates were studied. The sample consisted of 193 students selected from required freshmen English classes at three universities and three community colleges in Kentucky. (Of the 193 students, 122 were Kentucky 1976 high school graduates, thirty-one graduated from Kentucky high schools prior to 1976, nineteen graduated in 1976 from high schools outside of Kentucky, and eleven graduated outside Kentucky prior to 1976. The results of this study were compared with a sample of 619 Illinois high school seniors in 1975.) The Scholastic Testing Service standardized achievement Test of Consumer Competencies, Form B, was administered. It consisted of fifty-five multiple choice items designed for students in grades 8-12 and was constructed to cover fourteen content areas of consumer education. The findings indicated that there were no significant differences in the consumer competencies of the various groups compared. Significant differences, though, were found among the consumer competencies of the various groups analyzed in the fourteen content areas. Strengths were found in the areas of money management, housing, and individual in the market. Weaknesses were found in the areas of food, taxes, and savings. Other areas indicating a need for strengthening were insurance, transportation, credit, health, clothing, furnishings, recreation, and consumer in society. (JH).

ED 163 299 CE 019 155

Young, Anne McDougall

Students, Graduates, and Dropouts in the Labor Market, October 1977. Special Labor Force Report 215.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—78

Pub Type—Journal Articles (080)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Dropouts, *Employment Level, *Employment Statistics, *High School Graduates, *High School Students, Age, Agricultural Occupations, Blacks, Census Figures, College Graduates, Females, Industry, Labor Force, Labor Force Nonparticipants, Labor Market, Labor Supply, Males, Occupations, Out of School Youth, Spanish Americans, Unemployment, Whites, Youth Employment

Identifiers—Current Population Survey

This article reports continuing increases in the youth labor force participation rate. The employment situation of workers aged sixteen to twenty-four is described as improved for the year ending October, 1977. The report states that the number with jobs rose by 1.1 million to 20.6 million. Also, the number of unemployed youth dropped by 280,000 over the year to 2.0 million, with the greatest decrease occurring among those not in school. Unemployment rates are described as relatively high for students and out-of-school youths. Blacks are reported to have much higher unemployment rates than whites. The article is supplemented by seventeen tables based on census data from the Current Population Survey. The tables provide information on the employment status of the civilian noninstitutional population by

school enrollment status, race, sex, and age (sixteen to thirty-four years old). Data is also presented for this population according to type of school and race. Other tables contain employment status figures for high school graduates, college graduates, high school and college dropouts, and persons of Spanish origin. Data is presented for the worker's occupation, industry, and class (self-employed or wage/salary worker). In addition, unemployment duration for persons enrolled in school, high school graduates, and dropouts is depicted. Explanatory notes related to the tables are included. (CSS).

ED 163 300 CE 019 159

McCall, James A. Comp
Handbook of Labor Statistics 1977. Bulletin No. 1966.
Bureau of Labor Standards (DOL), Washington, D.C.
Pub Date—77
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-02065-1) Pub Type—Numerical/Quantative data (110)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Census Figures, *Employment Statistics, *Labor Force, Age, Blacks, Cost Indexes, Demography, Economic Factors, Females, Foreign Countries, Income, Injuries, Labor Force Nonparticipants, Labor Relations, Living Standards, Males, Minority Groups, Occupational Diseases, Occupational Information, Productivity, Statistical Data, Unemployment, Unions, Unit Costs, Wages, Whites, Working Hours
Identifiers—United States

This handbook contains statistics on the employment status of the population: the personal, occupational, and other characteristics of the employed, the unemployed, and persons not in the labor force. The statistics are obtained from a selected sample of the population which is intended to represent the noninstitutionalized civilian population. Information is presented about the employment status of each member of the sample population household, sixteen years of age and older. The data are grouped under economic subject matter headings and without regard to the surveys or other sources from which the information was developed. Tables are contained under the following major headings: labor force, employment, unemployment, hours, productivity and unit labor costs, compensation, prices and living conditions, unions and industrial relations, occupational injuries and illnesses, foreign labor statistics, and general economic data. In general, each table presents data covering the 1967-1976 period. Technical notes describing major statistical programs and identifying the tables derived from each program precede the tables. (CSS).

ED 164 779 CE 017 858

Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms. Final Report.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—130p. ; For related documents see CE 017 859-871 ; Parts of appendix marginally legible
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Business Education, *Business Skills, *Competency Based Education, *Curriculum Development, *Distributive Education, Administrator Education, Adult Education, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Final Reports, Small Businesses

The purpose of this project was to develop, administer, and evaluate an inservice education program designed to provide entrepreneurial competencies for owner-managers of newly formed small business firms. The project objectives included the following: (1) identify the core-crucial managerial-entrepreneurial competencies needed by the owner-managers; (2) prepare a series of competency-based individualized instructional modules; and (3) recruit and enroll a minimum of twenty-five owner-managers of newly formed business firms in a program of study which featured an individualized format. A review of the literature was undertaken to identify the reasons for failure of small business firms, determine needed owner-manager competencies, and determine the content for a training program. From the literature review a final list of twenty-four competencies was developed. From the list, twelve instructional modules were written featuring audio cassettes and materials published by the Small Business Administration. A training program for twenty-seven owner-managers was conducted using the modules and monitored by a teacher-counselor trained for this purpose. Evaluation of the project included an assessment by teacher-counselors, owner-managers, and a third-party evaluator. Based upon the findings of the study, it was concluded that the self-paced study was an acceptable approach to the development of competencies needed for the successful operation of small businesses. (JH).

ED 164 780 CE 017 859

Achieving Success in Small Business. An Educational Program for New Small Business Owner-Managers.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—13p. ; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Learning Modules, Administrator Education, Adult Education, Guides, Independent Study, Individualized Instruction, Worksheets
Identifiers—Small Businesses

This document is a guide to twelve competency based modules designed to develop management skills for small business owner-managers. Provided are the following sections: description of module format; the role of the teacher counselor; study habit suggestions; "My Blueprint for Success" (to be completed after each module, its purpose is to allow the learner to summarize the concepts taught), and a list of references for each module. (JH).

ED 164 781 CE 017 860

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Success in Small Business: Luck or Pluck.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—28p. ; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871; A pamphlet titled "The Business Failure Record," which is a part of this module, is available from Dun & Bradstreet, Inc. 99 Church Street, New York, New York ($0.25 per pamphlet)
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Success, Adult Education, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Small Businesses

This self-instructional module on success in small business is the first in a set of twelve modules designed for small business owner-managers. Competency objectives for this module are (1) ability to evaluate chances of success based upon one's personality and knowledge of good business practices and (2) ability to determine one's commitment to small business success. Provided are information sections on the realities of small business management (the rewards, the sacrifices, why so many failures, the successes). Also included are learning activity which is a checklist for evaluating one's chances of business success, three pamphlets from the Small Business Administration ("Factors in Small Business Success or Failure," "The Enterprising Man," and "Personal Qualities Needed to Manage a Store"), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 782 CE 017 861

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Estimating Your Business Potential.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—19p. ; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, Adult Education, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Business Potential

This self-instructional module on estimating your business potential is the second in a set of twelve modules designed for small business owner-managers. Competency objectives for this module are (1) identify potential customers who are most likely to purchase your goods and services and (2) estimate the volume of goods and services you can expect to sell. Provided are information sections on factors to be considered in estimating business potential (economic conditions, customer characteristics, and competition), sources of assistance in making estimates, two learning activities (checklists to estimate business potential and questions to be answered about current and potential customer population), one pamphlet from the Small Business Administration, "Pleasing Your Boss, The Customer," (which considers why customers buy, where they buy, and when they buy), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 783 CE 017 862

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Determining Capital Needs.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—33p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Skills, *Competency Based Education, *Credit Finance, *Distributive Education. *Money Management, Adult Education, Business Education, Capital, Independent Study, Individualized Instruction, Learning Modules, Loan Repayment
Identifiers—Small Businesses

This self-instructional module on determining capital needs is the third in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify factors which must be considered when you begin the search for additional funds and (2) identify the sources of additional funds. Provided are information sections on estimating money need, where funds can be borrowed, sources of funds, and improving your chances of acquiring additional funds. Also included are two learning activities consisting of worksheets to be filled out to determine the amount of capital needed to operate a business, two pamphlets from the Small Business Administration ("Sound Cash Management and Borrowing" and "The ABC's of Borrowing," which discuss cash budget forecasting and cash flow for repaying a loan), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 784 CE 017 863

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Creating an Effective Business Image.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—22p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, Adult Education, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Small Businesses

This self-instructional module on creating an effective business image is the fourth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the key factors which contribute to formation of a business image and (2) assess your current image and determine if it communicates the appropriate impression to the public. Provided are information sections on why be concerned about a business image and elements which shape a business image (e. g. appearance, personnel, type of merchandise, advertising). Also provided are two learning activities designed to assess the basic elements which shape a business image and to assess a philosophy of doing business, one pamphlet from the Small Business Administration ("Knowing Your Image"), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 785 CE 017 864

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Developing Your Sales Promotion Plan.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—22p. ; Not available in hard copy due to small print; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Merchandising, Independent Study, Individualized Instruction, Learning Modules, Planning, Salesmanship
Identifiers—Small Businesses

This self-instructional module on developing your sales promotion plan is the fifth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) describe the role of advertising, display, and personal selling in a sales promotion plan and (2) develop an effective sales promotion plan which incorporates advertising, display, and personal selling. Provided are information sections including a four-step advertising plan, functional purposes of displays, four steps in personal selling, one learning activity which is designed to develop a comprehensive sales promotion plan; two pamphlets from the Small Business Administration ("Checklist for Successful Retail Advertising" and "Interior Display: A Way to Increase Sales"), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 786 CE 017 865

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Developing Ads That Produce Results.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—18p. ; Not available in hard copy because of small print in the original document; For related documents see CE 017 858-871
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Merchandising, Adult Education, Individualized Instruction, Learning Modules, Publicize

Identifiers—Small Businesses

This self-instructional module on developing ads that produce results is the sixth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify three guidelines to be considered when you invest money in advertising, (2) identify the five basic elements of a printed advertisement, and (3) identify four guidelines to be considered in the development of radio and television commercials. Provided are information sections relating to the module competencies, two learning activities (the design of a business ad and preparation of a 30-second radio commercial), one pamphlet from the Small Business Administration ("Measuring the Results of Advertising"), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 787 CE 017 866

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Profits through Effective Management.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007603754

Note—22p. ; Not available in hard copy because of light print in the original document; For related documents see CE 017 858-871

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Planning, Adult Education, Independent Study, Individualized Instruction, Learning Modules

Identifiers—Small Businesses

This self-instructional module on improving profits through effective management is the seventh in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) apply planning and organizing skills in the operation of a business and (2) implement effective time management practices. Provided are information sections on the four basic elements of management, two learning activities (time management checklist and development of a simple management plan), two pamphlets from the Small Business Administration ("Breaking the Barriers to Small Business Planning"and "Delegating Work and Responsibility"), and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 788 CE 017 867

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Merchandising: The Key to Greater Profits.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007603754

Note—32p. ; Not available in hard copy due to small print in the original document; For related documents see CE 017 858-871

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Merchandising, Independent Study, Individualized Instruction, Learning Modules, Salesmanship

Identifiers—Small Businesses

This self-instructional module on merchandising is the eighth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the elements of a balanced merchandise plan and (2) implement a workable plan to meet the needs of a business. Provided are information sections on the elements of a merchandise plan (type, quantity, price, quality, timing and place) and on planning a merchandise/service offering; one learning activity (development of a product/service offering plan); three pamphlets from the Small Business Administration ("A Pricing Checklist for Managers," "Stock Control for Small Stores," and "Sweeping Profit Out the Back Door"); and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 789 CE 017 868

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Business Records: Good Medicine Tastes Bad.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007603754

Note—50p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Recordkeeping, Filing, Independent Study, Individualized Instruction, Learning Modules, Payroll Records, Records Forms

Identifiers—Small Businesses

This self-instructional module on business records is the ninth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) identify the records required for business operations and (2) describe the important uses of business records. Provided are information sections (reasons for records, parts of a minimum system, steps in opening a business checking account, example of a payroll record, a filing method, and sources of recordkeeping assistance; one learning activity (identification of the records required for business operations through phone calls to the Internal Revenue Service, a State Department of Taxation, and city court officials); four pamphlets from the Small Business Administration ("Keeping Records in Small Business," "The Federal Wage-Hour Law in Small Firms," "Accounting Services for Small Service Firms," and "Recordkeeping Systems: Small Store and Service Trade"); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 790 CE 017 869

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Employee Selection, Training and Supervision.

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007603754

Note—24p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Education, *Competency Based Education, *Distributive Education, *Employment Interviews, *Job Applicants, *Personnel Selection, Business Education, Business Skills, Employer Employee Relationship, Employment Qualifications, Independent Study, Individualized Instruction, Job Training, Learning Modules

Identifiers—Small Businesses

This self-instructional module on improving employee selection, training, and supervision is the tenth in a set of twelve modules designed for small business owner-managers. Competencies for this module are (1) describe the three-step approach to selecting effective employees and (2) describe two of the most important characteristics possessed by successful supervisors. Provided are information sections; one learning activity (rating factors related to employee satisfaction); three pamphlets from the Small Business Administration ("Finding and Hiring the Right Employees," "Hiring the Right Man," and "Matching the Applicant to the Job"); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 791 CE 017 870

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Assessing the Health of Your

Business.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—29p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-871; A pamphlet titled "Key Business Ratios," which is part of the reading materials for this module may be ordered from Dun & Bradstreet, Inc. 99 Church Street, New York, New York ($0.25 per pamphlet)
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Education, *Business Skills, *Competency Based Education, *Distributive Education, *Money Management, *Recordkeeping, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Small Businesses

This self-instructional module on assessing the health of your business is the eleventh in a set of twelve modules designed for small business owner-managers. The competency for this module is to assess the financial condition of your business. Provided are information sections (key business records, balance sheet and profit and loss statements, and four basic questions when examining the balance sheet and the profit and loss statement); one learning activity (a balance sheet and profit and loss statement exercise); three pamphlets from the Small Business Administration ("Controlling Cash in Small Retail and Service Firms," "Analyze Your Records to Reduce Costs," and "Is Your Cash Supply Adequate? "); and a script for a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 792 CE 017 871

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Protection for You and Your Business.
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—G007603754
Note—38p. ; Not available in hard copy due to reproducibility problems; For related documents see CE 017 858-870
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Education, *Business Skills, *Competency Based Education, *Distributive Education, *Insurance, *Legal Aid, Business Education, Independent Study, Individualized Instruction, Learning Modules
Identifiers—Small Businesses

This self-instructional module on protection for you and your business is the twelfth in a set of twelve modules designed for small business owner-managers. Competencies for this module (1) determine when to seek professional advice from an attorney or insurance agent and (2) identify insurance coverage essential to the operation of a small business. Provided are information sections (points to consider in developing an insurance plan and when to consult an attorney); one learning activity (a checklist to determine the types of business insurance needed); three pamphlets from the Small Business Administration ("Legal Services for Small Retail and Service Firms," "Insurance Checklist for Small Businesses," and "Business Life Insurance"); and a script from a cassette tape designed for use with this module. (The final report of this project is available as CE 017 858.) (JH).

ED 164 793 CE 017 898

Charters, Alexander N. Comp
Adult Education Masters' Theses and Doctoral Dissertations on Microfilm in Syracuse University Libraries.
Syracuse Univ. N.Y. Publications Program in Continuing Education
Spons Agency—Syracuse Univ. N.Y. University Council on Education for Public Responsibility. Syracuse Univ. N.Y. Univ. Libraries.
Pub Date—77
Available from—Publications in Continuing Education, Education Media, 224 Huntington Hall, School of Education, Syracuse University, Syracuse, New York 13210 ($10.00) Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Doctoral Dissertations, *Masters Theses, Accreditation Institutions, Administration, Adult Basic Education, Adult Counseling, Adult Learning, Adult Programs, Adult Students, Church Programs, Comparative Education, Educational Finance, Educational History, Educational Legislation, Educational Research, Educational Resources, Educational Trends, Evaluation, Extension Education, Family Life Education, Foundations of Education, Futures of Society, Health Education, Higher Education, High School Equivalency Programs, Instruction, Methods Research, Microfilm, Military Training, Professional Personnel, Program Development, Rural Extension
Identifiers—Syracuse University NY

Over 700 masters' theses and doctoral dissertations in adult and continuing education are included in this listing of microfilms available through the Syracuse University library system. Each entry is listed under one or more of the following descriptive subject headings: accreditation, administration, agencies, communications, comparative, counseling, evaluation, finances, foundations, futures, history, instruction, learning, legislation, lifelong learning, programs, program development, public relations, research, resources, statistics, students, teachers, and trends. Entries contain the microfilm call number, document title, number of leaves/pages, the author's name and university, and the date the thesis was written. (CSS).

ED 164 794 CE 017 969

Walker, Robert W. Hemp, Paul E.
Standards for Agricultural Occupations Programs in Illinois Community Colleges. Interim Report of the Community College Phase (Phase I) of Project RD1-A8-564 Entitled "Standards for Illinois ABAO Post-Secondary Programs and Secondary Programs in Cook County".
Illinois Univ. Urbana. Div. of Agricultural Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Agricultural Education, *Community Colleges, *Program Development, *State Standards, *Teacher Participation, Academic Standards, Advisory Committees, Data Analysis, Evaluation Criteria, Program Evaluation, State Surveys, Tables Data
Identifiers—Illinois

A study was made of Phase I of the long-term standards program for agricultural occupations programs for Illinois community colleges. The unique feature of this project was the procedure used to maximize the input of community college teachers in the validation and revision of the national standards. Survey instruments were sent to community college agriculture department heads who were asked to distribute the forms and to be responsible for collecting the completed forms. Follow-up by mail and telephone was conducted by the project staff to increase the response rate. After the data were processed, summarized, and analyzed, a state review committee met to assess the survey results and to revise or rewrite standards which had not received a high rating by teachers. It was found that 143 of the standards were rated "essential" or "important" by two-thirds or more of the 109 agriculture instructors in 22 community colleges in Illinois. Ten new standards were written by the review committee. Future surveys are planned to create a "final" list of standards. (The survey instrument and results are appended.) (CT).

ED 164 795 CE 018 056

Patterson, S. Douglas And Others
Performance-Based Adult Vocational Education.
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78
Contract—G007603799
Note—140p. ; Not available in hard copy due to reproducibility problems
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Vocational Education, *Competency Based Education, *Inservice Teacher Education, *Instructional Systems, *Program Development, Adult Educators, Adult Students, Data Analysis, Educational Objectives, Models, Participant Satisfaction, Program Design, Program Evaluation
Identifiers—Alabama, Vocational Technical Education Consortium States

A project was conducted to develop an adult vocational education competency-based program using a research-based instructional systems design and to assess the application of competency-based research products being developed by the Vocational-Technical Education Consortium of States in the development of adult vocational education programs. Specific objectives were (1) design a model for implementing competency-based adult vocational education; (2) develop a plan for training adult vocational instructors in developing and using competency-based instruction; (3) train ten adult vocational instructors to criterion levels of performance in competency-based instruction; (4) implement competency-based instruction in forty adult vocational classes; and (5) complete an evaluation study of the effects of using competency-based instruction in adult education. A three-group experimental design was utilized to test two procedures for implementing performance-based instruction for adults. Research-based PBI (Performance-Based Instructional) materials were utilized in designing the vocational instructional program. Each group conducted vocational education short courses for adults. The achievements and attitudes of the adult learners were analyzed and the attitudes of the instructors were analyzed. The twenty-six vocational instructors and 300 adults who received PBI training indicated a strong attraction to the performance-based concept. (Program materials are appended.) (Author/CT).

ED 164 796 CE 018 092

Agee, Patsy And Others
Third-Party Evaluation Report for the Project Entitled Local Evaluation and External Validation Component for the State Vocational System.
Georgia State Univ. Atlanta. Office of Vocational Education
Spons Agency—Georgia State Dept. of Education, Atlanta
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Educational Assessment, *Evaluation Methods, *Program Evaluation, *Program Validation, *State Programs, *Vocational Education, Guidelines, Guides, Measurement Instruments, Postsecondary Education, School Visitation, Secondary Education, Self Evaluation, State Standards, Testing
Identifiers—Georgia

A third-party evaluation was conducted as part of a Georgia State University project to provide the Georgia State Office of Vocational Education with the preliminary materials and procedures necessary to further test a state coordinated evaluation system of secondary and postsecondary vocational education programs. Following an orientation meeting with project staff, the third-party evaluation team visited the University three times: first, to review the documents developed and procedures proposed for field testing the system; second, to interview individuals involved in the field testing; and third, to review the revised copies of the field-tested documents, and to assess the overall accomplishments of the project. The team concluded that the project was successful in meeting its ten specific objectives: standards were developed for secondary and postsecondary vocational education programs and institutions; procedural guides for on-site visitations were developed; self-study guides were developed for use by institutions offering vocational education programs; on-site visits were made to two secondary and two postsecondary schools for the purpose of validating project procedures, instruments, guides, and other materials; based upon the on-site visits, the procedures, instruments, guides, and other materials were revised and refined to incorporate indicated changes; and eight documents (four procedural manuals and four assessment guides) were published. (The appendixes contain suggestions for consideration by the division of vocational education, the third-party evaluation proposal, and copies of two interim reports by the third-party evaluators.) (ELG).

ED 164 797 CE 018 117

Martorana, S. V. Ed. And Others
Annual Pennsylvania Conference on Postsecondary Occupational Education: Programming Postsecondary Occupational Education. (Ninth, Pennsylvania State University, September 28-29, 1977).
Pennsylvania State Univ. University Park. Center for the Study of Higher Education
Pub Date—78
Pub Type—Collected Works—Proceedings (021)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Cooperative Planning, *Cooperative Programs, *Coordination, *Educational Cooperation, *Educational Problems, *Institutional Cooperation, *Program Development, *Vocational Education, Career Counseling, Career Education, Competition, Conference Reports, Cooperative Education, Declining Enrollment, Educational Finance, Educational Planning, Educational Policy, Educational Research, Postsecondary Education, Regional Cooperation, School Business Relationship, Statewide Planning
Identifiers—Pennsylvania

This publication contains the text of the main presentations and the highlights of discussion groups from the Ninth Annual Pennsylvania Conference on Postsecondary Occupational Education. The conference theme was 'Programming Postsecondary Occupational Education'. Ewald Nyquist, the first speaker, delineated the problems faced by postsecondary education—money shortages, declining enrollments, and competition between institutions—and suggested that a partial solution lay in regional cooperation. In her report on current educational research, Eileen Kuhns summarized projects investigating job crisis, vocational vs. liberal education, affective preparation for work, accountability, education's new consumers and new producers, and programming coordination. The executive vice-president of the Pennsylvania AFL-CIO, Robert Mahoney, stressed that educators, workers, and employers all have a stake in program planning and must begin to cooperate. Carl Herr related plans for postsecondary occupational education to the state plan for vocational education. In Edwin Herr's talk on counselling postsecondary vocational students, the diversity of students in vocational education and areas of counselling needs were recognized, methods for career education were suggested, and policy implications were outlined for these approaches. Lee Frederick addressed the topic of cooperative education and emphasized that cooperative education is a legitimate form of academic education, not merely a learning experience. An overview of the conference was provided by James Murphy. (ELG).

ED 164 798 CE 018 185

Starr, Harold And Others
Developing State Plans for Vocational Education. Research and Development Series No. 145. Final Report.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-77-0056
Note—104p
Available from—National Center for Research in Vocational Education, ATTN: Publications, 1960 Kenny Road, Columbus, OH 43210 ($6.75) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Educational Planning, *Program Development, *Statewide Planning, *Vocational Education, Adult Education, Check Lists, Guides, Postsecondary Education, Resource Materials, Secondary Education, State Departments of Education

Guidelines are provided for developing, preparing, and improving state plans for vocational education. Three audiences are identified for the manual's use: vocational educators at the state and local level, and non-vocational educators (reviewers, evaluators, etc. of state plans). Chapter 1 describes the context for the development of the state plan and includes the following: need to improve state plans;

federal legislation resulting from the perceived need to improve plans; and maximizing the involvement of non-vocational educators in developing state plans. Chapter II discusses the development of the content of the plans, including preparatory activities, the planning process, and utilization of employment data. Chapter III describes the preparation of the state plans. Topics discussed are staff assignments and format design of the document. Appendixes include the following: a summary of the major provisions of state plans, with an interpretation of the rules and regulations to be followed in preparing the assurances and program provisions for the five-year plan; the annual program plan; and the accountability report. (JH).

ED 164 799 CE 018 225

Jezierski, Kathleen

Writer's Guide to Publication Development. How to Get Your Publication into an Information Retrieval System.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-75-0141. . . . . 498AH50001

Note—35p

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Guidelines, *Information Retrieval, *Information Systems, *Publications, *Writing Composition, Bibliographies, Content Analysis, Copyrights, Curriculum Guides, Federal Aid, Federal Legislation, Information Dissemination, Instructional Materials, Layout Publications, Models, Printing, Reprography, State Aid

This handbook is a set of guidelines to assist authors in preparing publications to meet two sets of criteria: requirements of federal and state government sponsors and requirements of information retrieval systems. The guidelines include both a set of written instructions and a physical model, and are sufficiently flexible to apply to research reports, curriculum materials, bibliographies, handbooks, guides, and other types of publications. Divided into four sections, the handbook covers (1) elements of a publication, describing mandatory and optional publication parts (such as front matter, funding information, abstract, table of contents, lists of illustrations and tables, foreword, preface and acknowledgements, appendix, glossary, abbreviations, bibliography, index, and cover) and listing the order in which they should appear; (2) content requirements, discussing substance and organization in general, and giving a checklist for the development of curriculum materials; (3) physical characteristics, dealing with layout and reproducibility standards for ink, type size, paper weight, photographs and illustrations, and printing; and (4) copyright considerations, delineating the purpose and procedure of copyrighting as well as changes in the 1978 copyright law. (ELG).

ED 164 800 CE 018 226

Jezierski, Kathleen, Comp. Mitric, Joan, Comp

The Complete VT-ED Cross-Reference Index for the AIM/ARM System.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-75-0141. 498AH50001

Note—231p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($12.70) Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC10 Plus Postage

Descriptors—*Indexes, *Information Processing, *Information Systems, *Vocational Education, Data Bases, Instructional Materials, Research

Identifiers—Abstracts for Instructional Materials, Abstracts for Research Materials, AIM ARM, ERIC

Developed to facilitate location and ordering of AIM/ARM (Abstracts for Instructional Materials/Abstracts for Research Materials) documents in the ERIC system, this index indicates the availability of all VT (Vocational-Technical) document numbers assigned by the ERIC Clearinghouse on Vocational and Technical Education between 1967 and 1976. More than 17,000 document numbers are included, covering VT 000 000—024 049 (assigned when AIM and ARM were two separate publications) and VT 100 001—103 600 (assigned after 1974 when the two were merged into one publication). For each VT number, one of the following types of information on availability is provided: (1) an ED number, which indicates the document's acceptance into the ERIC system and which should be used for ordering the document from EDRS (ERIC Document Reproduction Service); (2) an "s" following an ED number, which signals a document that is available only in a microfiche set and cannot be ordered individually; (3) NP, which means that the document is not available because it was either not placed into the ERIC system or was subject to copyright restriction; and (4) an MP number, which applies to manpower research documents from 1966 to 1969 and should be used in ordering from EDRS. Also provided are a price list for the microfiche sets and a form (including general price information) for ordering documents from EDRS. (ELG).

ED 164 801 CE 018 231

Stewart, Jeffrey R. Jr. Ed

Word Processing. A Handbook for Business Teachers.

Virginia State Dept. of Vocational Education, Richmond. Div. of Program Service

Pub Date—79

Available from—Public Information Office, Virginia Department of Education, P.O. Box 6Q, Richmond, Virginia 23216 ($2.50) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Office Machines, *Office Occupations Education, *Organization, *Skill Development, *Teaching Methods, Conceptual Schemes, Costs, Delivery Systems, Educational Objectives, Employment Qualifications, Flow Charts, Input Output, Job Skills, Job Training, Learning Activities, Occupational Information, Office Occupations, Program Development, Teaching Guides

Identifiers—Word Processing

This handbook is designed to provide information to help teachers keep abreast of changes in word processing and to develop necessary teaching skills. The handbook is divided into two main parts: understanding word processing and teaching word processing skills. In the introduction the part word processing plays in the business scheme of a company is discussed. In part 1, the concept of word processing is examined from the standpoints of origin and history, why it is popular, need for and cost of word processing, and its basic organizational concept. Word processing systems are studied in terms of organizational plans and decision-making procedures (preplanning, and adoption). The operational beginnings and personnel qualifications necessary to the establishment of a word processing center are also analyzed in part 1. Finally, the types of word processing equipment (hardware and software) are explained. In section 2, the elements of input (dictating skills, planning, and determining priorities), output (keyboarding, making corrections, transcription, proofreading and editing, production measurement), and distribution (filing and logging) are described. Many flow charts, sample forms, and figures illustrate the material. Most chapters also contain glossaries and bibliographies. (Author/CT).

ED 164 802 CE 018 232

Fields, Owen And Others

Simulation in Business and Office Education.

Virginia State Dept. of Education, Richmond. Div. of Vocational Education

Pub Date—78

Available from—Public Information Office, Virginia Dept. of Education, P.O. Box 6Q, Richmond, Virginia 23216 ($2.00) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Annotated Bibliographies, *Business Education, *Business Skills, *Office Occupations Education, *Program Descriptions, *Simulated Environment, *Simulation, Career Exploration, Evaluation Methods, Job Training, Management Games, Media Selection, Resource Materials, Student Participation, Teaching Guides, Teaching Methods

This guide is designed to assist business teachers to effectively use simulations that involve student interaction. Learning experiences in all levels of business and office education are examined: business exploration, basic business, and occupational preparation. In the introduction, the types of simulated activities are explained, along with their use. The guide is divided into two major sections: simulation games and model office simulations. In the Simulation Games section, the value of these games is discussed. Also, the ways in which to select, use, adapt, develop, and evaluate simulation games are considered. A selected bibliography of books and articles on simulation games and descriptions of simulation games (containing source, subject, grade level, playing time, number of participants, cost, and game description) are included. In the Model Office Simulations section, flow-of-work competencies are explained. The selection, use, development, and evaluation of these simulations are examined. The model office facility area contains basic guides to follow in designing a modern office and several suggested layouts. A selected bibliography of articles describing unpublished model office simulations include the type of business, suggested occupational positions, data or transaction input, equipment needed, forms provided, duration of the simulation, source, and author. (Author/CT).

ED 164 803 CE 018 236

Woods, Harvey S.

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing. Phase III.

Illinois State Univ. Normal. Dept. of Agriculture

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Education, *Agriculture, *College Graduates, *Graduate Surveys, *Job Placement, *Labor Market, *Occupational Surveys, Agribusiness, Agricultural Colleges, Agricultural Occupations, Career Choice, Career Counseling, Curriculum Development, Demography, Employment Opportunities, Employment Patterns, Labor Needs, Majors Students, Occupational Information, Postsecondary Education, Salaries, Specialization, Vocational Education, Vocational Followup

Identifiers—Illinois

To facilitate curriculum improvement and career counseling in the field of agriculture, a survey was conducted to determine the marketability, or job placement, of the 1977 agriculture graduates from both two-year and four-year colleges in Illinois. A questionnaire was sent to the 1,832 graduates and was returned by 665. In response to a separate questionnaire, the thirty-nine colleges offering agriculture courses supplied employment data on all of their graduates. Besides providing demographic information on the graduates, the two surveys revealed that (1) while two-year graduates prefer to specialize in production agriculture, four-year graduates choose more diverse areas of specialization; (2) both types of graduates are, for the majority, able to find salaried employment; (3) a close correlation exists between academic field of study and subsequent employment; (4) salaries in the agriculture field appear to be higher than those in other fields; and (5) a need exists for more graduates to pursue careers in agriculture education, agribusiness, and production agriculture. The survey data was then compared with the results of previous, similar studies for 1975 and 1976 graduates, and it was found that more females are entering agriculture; fewer agriculture majors have a farm background; graduates are increasingly entering agriculture-related and non-agriculture areas; and despite limited employment opportunities in certain fields, students continue to choose them as majors. (ELG).

ED 164 804 CE 018 238

Nelms, Howard F.

Competency-Based Preservice Construction Trades Curriculum.

Eastern Illinois Univ. Charleston. School of Technology

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—RDE-B8-533

Note—154p. ; For a related document see CE 018 239

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Building Trades, *Competency Based Teacher Education, *Curriculum Guides, *Housing, *Learning Activities, *Painting Industrial Arts, *Teacher Education Curriculum, *Trade and Industrial Education, Bibliographies, Carpenters, Construction Process, Construction Materials, Educational Objectives, Electrical Systems, Heating, Landscaping, Plumbing, Postsecondary Education, Prefabrication, Secondary School Teachers

Intended for use at Eastern Illinois University in a model curriculum designed to prepare secondary school teachers in the field of residential building, this curriculum guide provides a competency-based preservice construction trades program. The guide is divided into thirteen units as follows: (1) pre-construction planning; (2) structural layout, incorporating clearing the site and topographic alterations; (3) building foundation; (4) forming, placing, and finishing concrete; (5) carpentry to frame the structure; (6) carpentry to enclose the structure; (7) plumbing; (8) heating and cooling; (9) electrical wiring; (10) carpentry to finish the interior, including thermal insulation; (11) painting and finishing of both the interior and exterior; (12) mechanical trades to complete the plumbing, heating and cooling, and electrical power; and (13) landscape design. Within each of the thirteen units, one or more sub-units are identified and specific performance objectives are given. A condition statement prefaces the listing of objective statements for each section. The types of learning activities used to attain the objectives vary from written exercises to the physical performance of the building tasks. Included at the end are an extensive bibliography of resource materials in printed and audiovisual formats and a list of resource organizations. (The final report of the project that produced this curriculum, and which also contains two additional subject areas, is available in ERIC—see note.) (ELG).

ED 164 805 CE 018 239

Nelms, Howard F.

Competency-Based Preservice Construction Trades Curriculum, Phase II. Final Report.

Eastern Illinois Univ. Charleston. School of Technology

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—RDE-B8-533

Note—64p. ; For a related document see CE 018 238

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Building Trades, *Competency Based Teacher Education, *Curriculum Development, *Housing, *Preservice Teacher Education, *Teacher Education Curriculum, *Trade and Industrial Education, Bibliographies, Community Colleges, Construction Process, Construction Materials, Course Organization, Curriculum Guides, Educational Finance, Educational Needs, Educational Objectives, Models, Postsecondary Education, Program Proposals, School Business Relationship, Secondary School Teachers, Skill Development, Teaching Skills

Identifiers—Illinois

A two-phase curriculum project was undertaken in Illinois to develop, test, and implement a two-year competency-based model for the education of secondary school building construction teachers in the area of residential structures. During the first contract period, skill and knowledge competencies were identified and validated for thirteen units of instruction, covering the topics of pre-construction planning, structural layout, concrete and its various uses, carpentry, plumbing, heating and cooling, electricity, painting and finishing, mechanical trades, and landscape design. Implementation of this curriculum option within the technology education major was planned to occur during the 1977-78 school year at Eastern Illinois University, and a proposal to accomplish this objective was presented to and approved by several university committees. Approval by the Board of Governors is expected in the near future. The final proposal, developed in the second phase, included two additional subject areas: construction materials and the organization and teaching of a construction trades program. Besides giving the rationale for the program and supporting data, the proposal outlined objectives, costs, courses and their requirements for implementation, and a liaison pro-

gram with community colleges for transfer credit. As part of the project, a curriculum guide (see CE 018 238) was developed as well as an extensive bibliography of resource materials and organization. (ELG).

ED 164 806 CE 018 242

Evans, Rupert N. And Others

Methods and Materials for Entrepreneurship Education, Phase I. Final Report.

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—78

Contract—ST-ILL-OFC-ED-AVTE-RDI-A8-627

Note—22p. ; Not available in hard copy due to light print in the original document

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Career Education, *Personality Theories, *Vocational Education, Business, Career Choice, Career Planning, Course Organization, Educational Needs, Employment Patterns, Employment Qualifications, Measurement Instruments, Occupational Information, Occupational Surveys, Personality, Personality Assessment, Postsecondary Education, Research Needs, Secondary Education

Identifiers—Entrepreneurs, Self Employment

A study was conducted to compare the personality characteristics of two types of entrepreneurs, the craft-type and the opportunistic-type, which were described by Norman R. Smith. The craft-type entrepreneur is mainly interested in self-employment and owns a small business while the opportunistic-type, although interested in self-employment, primarily concentrates on expansion and organization building. Smith hypothesized that the two types differ in fourteen areas. To test Smith's hypothesis, sixty-four entrepreneurs (evenly divided between the two types) in central Illinois were interviewed and asked to respond to two instruments: a vocational preference inventory, developed by John L. Holland to measure personality types, and an attitude statement survey, designed by Hanna Levenson to measure locus of control. Analysis of the data showed that the two types differ on seven of Smith's variables and that Holland's and Levenson's classifications of personalities are consistent with Smith's. Based on these findings, the following recommendations were made for career and vocational education: (1) self-employment should be presented to students as a career option; (2) programs for entrepreneurship should be initiated at both secondary and postsecondary levels; (3) students should be made aware of the two types of entrepreneurship; and (4) further research is needed in self-employment from the perspective of career development theory. (A curriculum is suggested for teaching the skills necessary to entrepreneurship, and an approach is offered for the organization of instructional materials.) (ELG).

ED 164 808 CE 018 245

Upton, Anne L. Barrett, Samuel L.

Operational Model for Career Development and Vocational Preparation. Final Report.

California State Dept. of Education, Sacramento. Fremont Unified School District, Calif. Huntington Beach Union High School District, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—391-75-0089

Note—412p. ; Not available in hard copy due to reproducibility problems. For related documents see ED 145 104-107

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Development, *Career Education, *Competency Based Education, * *Daily Living Skills, *Staff Development, *Vocational Education, Academic Achievement, Career Awareness, Career Choice, Career Exploration, Community Involvement, Curriculum Development, Decision Making, Demonstration Programs, Interpersonal Competence, Occupational Clusters, Program Development, Program Evaluation, School Community Relationship, Secondary Education, Student Attitudes, Teacher Role

Identifiers—California, Fremont Unified School District CA, Huntington Beach Union High School District CA

Three California State Department units (vocational education, pupil personnel services, and career education) and two school districts (Fremont Unified and Huntington Beach Union High) established a consortium to develop demonstration sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and articulated a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision making course. Activities were developed to meet objectives of six components: career guidance center, career decision making, staff development/infusion, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive teacher involvement. (Appendixes include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision making materials, and Huntington Beach Union High School District's career development competency model and student assessment forms; see note for Huntington Beach's K-12 curriculum guides.) (Author/CSS).

ED 164 810 CE 018 273

V-TECS Fifth Annual Report, July 1978.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions

Spons Agency—Vocational Technical Education Consortium of States, Atlanta, Ga.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrative Organization, *Catalogs, *Consortia, *Curriculum Development, *Information Processing, *Vocational Education, Annual Reports, Competency Based Education, Computer Oriented Programs, Data Bases, Data Processing, Organization, Program Descriptions, Technical Education

Identifiers—Vocational Technical Education Consortium States

This annual report of the V-TECS (Vocational-Technical Education Consortium of States) includes a progress report and an explanation of V-TECS itself. (V-TECS is a consortium whose principal objective is to produce catalogs of performance objectives, and performance guides for use in vocational-technical curriculum development.) First, the function of catalogs in the V-TECS system is described. A report of the V-TECS director includes a status report on catalogs, references to staff, bylaws, policies, committee structure, technical reference handbook, catalog revision and selection, curriculum development, and membership. An explanation of V-TECS' organizational structures includes a flow chart and descriptions of the functions of the administering agency, board of directors, technical coordinator task force, central staff, technical coordinators, and the project director. The V-TECS catalog development process is explained with the aid of a flow chart. Some of the areas included are catalog selection; state-of-the-art report; occupational inventory; population/sample design; field review process; and dissemination, in-service, and diffusion. The various uses of V-TECS catalogs and the V-TECS computer services and system are also discussed. A statement of catalog availability completes the report. Appendixes include names and addresses of V-TECS staff, directors, and members; glossary of terms; and catalog purchase agreement forms for reproduction license and restricted license. (CT).

ED 164 811 CE 018 274

Tunkel, Leon S. Klein, Raymond S.

NOCTI (National Occupational Competency Testing Institute) Technical Supplement. Cumulative National Norms, Spring 1974 through Spring 1978; and Cumulative Sub-Score Norms, Fall 1975 through Spring 1978.

National Occupational Competency Testing Inst. Albany, N.Y.

Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Equivalency Tests, *Job Skills, *National Competency Tests, *National Norms, *Skilled Occupations, *Statistical Data, Performance Tests, Scores, Testing Programs, Test Interpretation, Test Results, Test Validity, Trade and Industrial Education

This manual contains statistical information on the examinations administered by the National Occupational Competency Testing Institute (NOCTI) to measure occupational competencies of experienced craftsmen in twenty-six trade specialties. (More detailed information on the program and on the scope of the examinations is provided in a separate publication, "Bulletin of Information for Candidates" (CE 018 275).) Section I shows the standard scores for both the written tests (designed to measure cognitive skills) and the performance tests (designed to measure manipulative skills) in twenty-six occupations. In Section II sub-scores are given for the three or four subject areas covered by the written tests and for the two parts of the performance tests which separately measure manipulative processes and quality of workmanship as revealed by the end product. Section III provides information in the three following areas: (1) reliability and standard error of measurement for twenty-four of the written tests; (2) a similar analysis for the two new tests on computer technology and building trades maintenance; and (3) a summary of cumulative national norms for both the twenty-six written and performance tests, indicating measures of central tendency, standard deviation, and range of items which have been answered correctly by candidates. (ELG).

ED 164 812 CE 018 275

National Occupational Competency Testing Institute Bulletin of Information for Candidates.
National Occupational Competency Testing Inst. Albany, N.Y.
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Equivalency Tests, *Job Skills, *National Competency Tests, *Skilled Occupations, *Testing, *Trade and Industrial Education, Certification, Multiple Choice Tests, Performance Tests, Test Construction, Testing Programs, Test Results, Trade and Industrial Teachers

This bulletin describes the National Occupational Competency Testing Program, which is designed to give experienced craftsmen objective evidence of their competency in order (1) to obtain academic credit toward a degree, (2) to gain certification as an industrial teacher, or (3) to enroll in an industrial teacher education program. Information is supplied on registration, examination results, types of tests (the examination in each field consists of a written test for technical and factual knowledge and a performance test for manipulative skills), and test preparation. Sample questions are included as illustrations of the multiple-choice written test. A description of the examination's scope is provided for each of twenty-six trades. Besides summarizing the subjects covered on each test, this section indicates the percentage of the test devoted to a particular topic. It also lists any special materials that the candidate is expected to bring to the test site. The twenty-six trades covered are as follow: air conditioning and refrigeration, airframe and power plant, architectural drafting, auto body repair, auto mechanic, building trades maintenance, cabinet making and millwork, carpentry, civil technology, computer technology, cosmetology, diesel engine repair, electrical installation, electronics communications, industrial electrician, industrial electronics, machine drafting, machine trades, masonry, mechanical technology, plumbing, printing, quantity food preparation, sheet metal, small engine repair, and welding. (A separate publication (CE 018 274) provides statistical information on test scores.) (ELG).

ED 164 813 CE 018 281

Sage, James E.
Personality and Self Concept Profiles of Non-Degreed T&I Teachers.
Ohio State Univ. Columbus. Dept. for Vocational—Technical Education
Spons Agency—Ohio State Univ. Columbus. Coll. of Education
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Psychological Patterns, *Self Concept Measures, *Trade and Industrial Teachers, *Vocational Education, Dropouts, Inservice Teacher Education, Postsecondary Education, Regional Schools, Secondary Education, Teacher Attitudes, Tenure, Vocational Schools
Identifiers—Non Degreed Teachers, Ohio

This two-year study utilized the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule to determine the self-concepts and personalities of the newly employed, non-degreed trade and industrial teachers in Central and Southeast Ohio's vocational programs. The profiles were generated to reflect those teachers who continued into their second year of vocational teaching as compared to those who terminated or had their employment terminated during their first year of vocational teaching. The results indicate that two sets of teachers have different psychological profiles. (Author/CSS).

ED 164 814 CE 018 295

An Assessment of the Federal Adult Education Act Program.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date—78
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00602-2) Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Federal Programs, *Program Administration, *Program Effectiveness, *Program Evaluation, Cooperative Programs, Coordination, Federal Legislation, Federal Regulation, Federal State Relationship, Information Dissemination, Organization, Program Development, Statistics, Tables Data
Identifiers—Adult Education Act 1966

This study is an initial attempt by the National Advisory Council on Adult Education to review the program and administration effectiveness of the Adult Education Act (program effectiveness in terms of the impact of the program on people's lives, using existing statistical data; administration effectiveness using five basic management functions selected by the Council for the purpose of this review, various existing studies, interviews and observation). The program effectiveness data indicate that the program is changing the lives of those who participate as well as their families. These data also show the program impacting on the economic health of this nation. The results of Council review of the administration effectiveness of the U.S. Office of Education, Division of Adult Education, are somewhat less positive. Constraints imposed by the Department of Health, Education, and Welfare policy, by the Civil Service system, by the regulatory process as well as the rules, regulations, and statutes themselves, and by the lack of a systematic staff and management development program within the Division prevent the Division from relating effectively to the states in such areas as long-range planning, evaluation and dissemination. Bureaucracy, effective management, lifelong learning, and illiteracy are issues which the Administration must deal with in the coming years. (Several data tables are included.) (Author/CT).

ED 164 815 CE 018 32[illegible]

Mankoski, Linda C.
Homemaking. A Reading & Language Workbook.
Marie H. Katzenbach School for the Deaf, West Trenton, N.J. Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Report No.—EN-462
Pub Date—78
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903—($4.25, plus postage) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Home Economics Skills, *Homemaking Skills, *Prevocational Education, *Reading, *Vocabulary Skills, Accident Prevention, Cooking Instruction, Deafness, Equipment Maintenance, Handicapped Children, Intermediate Grades, Junior High Schools, Learning Activities, Measurement, Middle

Schools, Sewing Instruction, Workbooks

Developed for use in the academic communication classroom of a middle school for the deaf, this student workbook is designed to reinforce the vocabulary and skills presented by the pre-vocational teacher in three areas of home economics: basic cooking, home care, and basic sewing. Each section contains new word lists, short stories, comprehension quizzes, and student activities. The cooking section is divided into units on things to know before you start cooking; use and care of equipment; measurements and abbreviations; table manners, table setting, and table service; beverages; toast; fruit; quick breads; eggs and simple breakfasts; cookies, sandwiches, and simple desserts; and simple luncheons. The section on home care contains units on the home; cleaning tools; care of the bathroom and bedroom; care of the kitchen; the living room, floors, and rugs; pre-treating clothes, mending, and removing stains; laundry care; and safety. The sewing section includes units on good tools; points for beginners; measurements; kinds of stitches; the sewing machine; and using and taking care of the sewing machine. It is designed to accompany the book "I Care for My Home," by Sandra Stem (ED 130 039). (CT).

ED 164 816 CE 018 324

Heppa, Victor

Math for Masons. (Revised).

Bergen County Vocational-Technical High School, Hackensack, N.J. Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—78

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.25, plus postage) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Bricklayers, *Computation, *Individualized Instruction, *Masonry, *Mathematics Instruction, *Problem Sets, Arithmetic, Decimal Fractions, Fractions, Learning Modules, Mathematics Materials, Measurement, Performance Tests, Secondary Education, Trade and Industrial Education

This student manual is concerned with the practical application of mathematics as used by masons. The manual's design allows students to work at their own pace. Included in each of the five units are individual lesson sheets with written instructions and explanations. Each information sheet states that topic's objectives, information about the topic, examples of procedures, and problems for the student to solve. Unit 1, decimal fractions, contains problems in addition, subtraction, multiplication, division, decimals on the electronic calculator, percents to decimals, fraction equivalents, and multiplication and divison by percents. Unit 2 contains problems on rounding off numbers. Unit 3, fractions, contains problems in addition, adding fractions on the calculator, dimensions-addition, adding dimensions on the calculator, converting fractional part of a foot to inches, subtraction of fractional dimensions, subtraction of dimensions on the calculator, and multiplication and division of fractions. Unit 4, square measure, contains problems concerning areas and perimeters of squares, rectangles, triangles, and circles; areas of walls and ceilings; and areas of solid geometric figures. Unit 5, cubic measure, contains problems in computing volumes of cubes, rectangular prisms, and walls; quantities of materials (brick, mortar, stone); footings; volumes of cylinders and triangular prisms; and the cubic yards of concrete floors, walks, and patios. Unit tests are provided at the end of the manual (answers are not provided). (CT).

ED 164 817 CE 018 337

Report on Joint DHEW/DOL Youth Employment and Demonstration Projects Act Workshops (Dallas, Texas; San Diego, California; Boston, Massachusetts; Atlanta, Georgia; and Cincinnati, Ohio, December 12, 1977—January 20, 1978).

Dingle Associates, Inc. Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs

Pub Date—78

Contract—99-8-1242-36-9

Note—82p

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Cooperative Programs, *Employment Programs, *Government School Relationship, *Job Training, *Youth Employment, Conference Reports, Credits, Federal Legislation, Federal Regulation, Program Development, School Business Relationship, Youth Programs

Identifiers—Youth Employment and Demonstration Projects Act

This report summarizes the major points and questions discussed at five regional workshops held to help the participants develop Local Education Agency (LEA) and Comprehensive Employment and Training Act (CETA) prime sponsor agreements as mandated by the Youth Employment and Demonstration Projects Act (YEDPA). The content is presented in five sections. The first, a summary report of the workshops, highlights the major concerns that were raised during the workshops. Section 2 consists of the following two workshop presentations: 'YEDPA: Obligations and Opportunities for Education' and 'Promoting Cooperation Among the Education and Employment and Training Communities under YEDPA'. Section 3 summarizes the four seminar sessions held concurrently at each workshop dealing with the areas of implementing YEDPA, work experience, career development, and academic credit. Section 5 lists the names of the workshop facilitators and presenters, while the last section presents a composite summary of the participants' evaluations from all five workshops. (EM).

ED 164 822 CE 018 494

Seventh Annual Evaluation Report, Fiscal Year 1976. An Evaluation of Vocational Education.

Washington State Advisory Council on Vocational Education, Olympia

Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—76

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Advisory Committees, *Program Evaluation, *State Programs, *Vocational Education, Annual Reports, Educational Objectives, Evaluation, Guidelines, Program Improvement

Identifiers—Washington

The seventh annual evaluation report of vocational education in Washington State is presented. Section I is a summary of the thirteen recommendations made by the Advisory Council; under each recommendation is a description of the original response of the Commission of Vocational Education to the recommendation, actions taken to date on the recommendations, and additional comments by the Advisory Council pertaining to the recommendations. Section II presents specific issues and needs expressed at the Council's public hearings. In question and answer format, the state's vocational education goals and priorities as set forth in the state plan are given in section III. Section IV includes questions and responses pertaining to the effectiveness with which manpower needs are served in Washington State. Advisory Council recommendations for fiscal year 1977 and beyond regarding vocational education and the Commission for Vocational Education are presented in the concluding section. (JH).

ED 164 823 CE 018 517

Consumer Education in Illinois Schools: Grades 8-12.

Spons Agency—Illinois State Office of Education, Springfield

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Consumer Education, *Course Content, *Educational Objectives, *Learning Activities, *State Programs, Competency Based Education, Consumer Economics, Credit Finance, Curriculum Guides, Instructional Materials, Insurance, Integrated Curriculum, Money Management, Secondary Education, Services, State Legislation, State Standards, Taxes, Teaching Methods

Identifiers—Illinois

Designed to meet Illinois state law requirements for consumer education to be taught before graduation from high school, this guide outlines the major topics to be included in the mandatory nine weeks

of consumer education. Because the law neither stipulates a specific grade level for this material, nor requires its introduction as a separate course, this guide suggests various times and methods for integrating it into the grades 8-12 curriculum. The topics covered are as follow: (1) the individual consumer in the marketplace; (2) money management; (3) consumer credit; (4) goods and services, including human services, housing, food, transportation, clothing, health services, drugs, recreation, and home furnishings and appliances; (5) insurance; (6) savings and investments; (7) taxes; and (8) the consumer in our economy. Student objectives are identified for each subject area, as well as suggested learning activities, such as research, guest speakers, class discussions, field trips, and written exercises. While bibliographies of instructional materials with one-sentence annotations conclude the sections on specific topics, a general list of resource organizations and government agencies is provided at the end of the publication. (ELG).

ED 164 824 CE 018 594

New Opportunities in Vocational Education. Year Two of the Project, 1977-1978. EPDA 553 Project Final Report.

Northern Illinois Univ. De Kalb. Educational Administration Center

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Educational Administration, *Educational Opportunities, *Graduate Study, *Vocational Education, Fellowships, Internship Programs, Program Development, Program Evaluation

Identifiers—Northern Illinois University

A project was conducted to adapt competency-based model graduate programs for preparing occupational educational administrators to local conditions and participant needs at Northern Illinois University. (The program was originally developed by Southern Illinois University (SIU)/Carbondale and Illinois State University (ISU).) The programs have been used as a basis for a seminar guide in the General Administrative program for Opportunities Fellows, a post-training evaluation instrument, and a comprehensive internship program. Consultations were held between project developers and members of the SIU and ISU staffs. Other project objectives formulated and achieved were competency-based training, fee waiver, $300 monthly stipend for fifteen fellows in the 1977-78 academic year, and participation by all fellows in a planned joint general administrative entitlement program. Future objectives which are currently being addressed include the placement of trainees by September, 1978, updating of needs for vocational administrators through 1980, provision of a data base and characteristics of vocational administration, and dissemination of program information. Appendixes contain (1) a directory of New Opportunities in Vocational Education participants, (2) administrative certificate course requirements, (3) project publicity materials (4) a detailed formative evaluation report, and (5) the summative evaluation report. (CSS).

ED 164 825 CE 018 598

VanAusdle, Steven, Ed

Symposium. Vocational Education's Role in a Changing Economy. (Spokane, Washington, April 26, 1978).

Washington State Council of Local Administrators of Vocational Education and Practical Arts

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Washington State Board for Community Coll. Education, Olympia. Washington State Commission for Vocational Education, Olympia

Pub Date—78

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Economic Development, *Educational Responsibility, *State Action, *Vocational Education, Accountability, Conference Reports, Conferences, Economic Factors, Employment Opportunities, Federal Legislation, Labor Market, Public Policy, Social Influences, State Programs, Statewide Planning

Identifiers—Washington

The symposium reported here was held to provide representatives from business, industry, labor, agriculture, government, and education an opportunity to examine the present and future role of vocational education in the state of Washington. First, this report presents the opening remarks regarding vocational education's role in a changing economy and the keynote address dealing with vocational education in the 1980's. Next is a section covering the exchange of viewpoints on vocational education between educators and leaders in business, industry, labor, and agriculture; it includes the individual presentations of seven panelists, a summary of the panel discussion, a presentation focusing on the future of vocational education in the nation, and a student's perspective on vocational education. The next section covers a panel presentation in which four legislative leaders exchange viewpoints on vocational education with four educators. A summary statement concludes this report. (EM).

ED 164 831 CE 018 645

Goldberg, Judith F. And Others

The Noneconomic Impacts of the Job Corps. R&D Monograph 64.

Abt Associates, Inc. Cambridge, Mass

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—DL-20-25-75-13

Note—187p.; Not available in hard copy due to size and density of print in the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00344-1) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Delinquent Rehabilitation, *Disadvantaged Youth, *Health, *Program Effectiveness, *Youth Employment, *Youth Programs, Attitude Change, Black Youth, Crime, Dropouts, Failure, Family Life Education, Family Relationship, Health Education, Job Satisfaction, Job Search Methods, Leisure Time, Medical Services, Nutrition, Nutrition Instruction, Pilot Projects, Self Esteem, Social Welfare, Success, Work Attitudes, Youth Problems

Identifiers—Job Corps

A three-year pilot study was conducted to determine the noneconomic benefits of the Job Corps on the impact areas of jobs, society, and health. Representing seven Job Corps centers, a sample of 489 youth between the ages of 16 and 22 participated, of whom 85 percent were black and 87 percent were urban. In order to draw comparisons, the participants were chosen from three different groups: persisters or those who remained in the Job Corps at least three months; those who dropped out of the program earlier; and those who did not enroll. Of the twenty-one outcomes which were measured covering the three impact areas, persisters were found to have improved in eight areas (job seeking skills, job satisfaction, attitude toward authority, self-esteem, crime reduction, nutrition behavior, family relations, and leisure time), while dropouts only improved in two and nonenrollees in five. Particularly impressive was the Job Corps' impact on (1) crime reduction, which showed that the Corps can function effectively as a rehabilitation agent (delinquent females were found to have benefitted the most with only a four percent rate of recidivism among persisters, or compared to a much higher rate for nonenrolled and dropout females); and (2) health, which resulted from the Corps' providing free medical care to participants, including physical examinations, doctor visits, dental care, and family life and nutrition education. (Numerous tables throughout display various analyses of the data collected for this study.) (ELG).

ED 164 833 CE 018 702

Experience-Based Career Education Project for the R.I. Department of Education. Final Evaluation Report.

Rhode Island Univ. Kingston. Curriculum Research and Development Center

Spons Agency—Office of Education (DHEW), Washington, D.C. Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Career Counseling, *Career Development, *Career Education, *Career Exploration, *Program Evaluation, Academic

Achievement, Community Involvement, Evaluation Methods, Experiential Learning, Program Attitudes, Program Development, Secondary Education, Self Concept, Surveys, Vocational Maturity, Work Attitudes

Identifiers—Experience Based Career Education, Rhode Island

The Rhode Island Experience-Based Career Education (EBCE) project served high school juniors and seniors in seven communities by offering career exploration activities, career counseling, and academic instruction. (The academic component was not implemented in all participating schools.) The project sought to increase the career maturity, career knowledge, learning attitudes, and self concepts of EBCE participants. It also sought to increase or maintain the basic skill levels of EBCE participants. An institutional cycle design was adopted for evaluation making it possible for longitudinal analyses. The evaluation design included data collection of student achievement/change, project staff perceptions, and employer perceptions. The following instruments were used: Comprehensive Test of Basic Skills; Career Maturity Inventory; Student Attitude Survey; Self Directed Interest Inventory; and surveys to collect perceptual data from students, school staff, and employers. Test results indicated that EBCE students tended to show gains (some significant, some not) in all test areas and that academic achievement was not hindered by EBCE participation. Staff, students, and employers rated career exploration as the strongest component. Students perceived the career counseling component as helpful in sharing ideas and experiences. Overall, all participants were satisfied with the program. The project staff was successful in providing learning experiences, combining resources, placing students at job sites, recruiting employers, forming an advisory board, and devising a plan for eventual assimilation of EBCE into Rhode Island school systems at minimal cost. (BM).

ED 164 834 CE 018 707

Muse, Ivan D. Coombs, C. Garn

Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2 (1977-78).

Weber County Board of Education, Ogden, Utah

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—G08-76-00115

Note—160p. ; For a related document see ED 147 524

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage

Descriptors—*Academic Achievement, *Career Development, *Career Education, *Experiential Learning, *Program Evaluation, Career Awareness, Career Exploration, Evaluation Methods, Measurement, Occupational Information, Program Attitudes, Questionnaires, Rating Scales, Research Methodology, Secondary Education, Work Attitudes

Identifiers—Experience Based Career Education

During the 1977-78 school year, students from four Utah high schools participated in the evaluation of an experience-based career education (EBCE) project. The 228 students (115 girls and 113 boys) enrolled in EBCE were designated the experimental group and a randomly selected English class from each high school was treated as the control group. Specified student outcomes were categorized into three areas: career skills, life skills, and basic academic skills. To gather data, the evaluators used the following instruments: Career Maturity Inventory; Career Attitude Scale; Self-Directed Search Interest Inventory; Assessment of Student Attitudes Scale; Stanford Test of Academic Skills; Student Demographic Data Questionnaire; Teachers, Students, Site Coordinators, and Parent Attitude Surveys; and grade reports. In addition, reports, interviews, and observations held by the evaluators who monitored the project were analyzed. Some of the major results were that (1) the EBCE project was well organized and managed at all levels; (2) high commitment and enthusiasm were shown by school personnel, administration, parents, community employers, and students; (3) grade patterns of EBCE students were basically uniform with those of control students; (4) tests of academic skill development did not show significant gains in EBCE students as compared to control students; and (5) overall, EBCE students did show increased career awareness and career knowledge. (BM).

ED 164 837 CE 018 720

Promoting Vocational Education. A Guide for Vocational Educators.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Mass Media, *News Media, *Publicize, *Public Relations, *Vocational Education, Audiovisual Aids, Guides, Radio, School Community Relationship, Slides, Television

This guide for vocational educators suggests some effective approaches to public relations. First, it briefly discusses effective public relations, human interest, a public relations sense, and contacts. The guide then covers the news media, focusing on the preparation of news articles and on radio and television announcements (relative to types of programs), making a television appearance, and who to contact (includes sample news releases and spot announcements). Discussed next is taking photographs and preparing a slide show, including writing the script, making the slides, and presenting the show. Finally, brochures, newsletters (includes suggested basic layouts), exhibits or displays, open houses, and speeches are covered. (EM).

ED 164 839 CE 018 745

Parker, Doris S.

Followup Study. Students Not Completing Degree Requirements. Final Report.

Indiana Vocational Technical Coll. Indianapolis

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Dropout Characteristics, *Dropout Prevention, *Dropout Research, *Dropouts, Data Analysis, Followup Studies, Postsecondary Education, Surveys, Vocational Education

Identifiers—Indiana Vocational Technical College

This follow-up study had three objectives: (1) provide information about dropouts that could be used by the college to identify areas where corrective action may be needed; (2) document the number and percentage of students who leave the college for reasons not amenable to corrective action; and (3) provide insight necessary to build models that will allow for the prediction of which students and the number of students who will drop out. An instrument was developed to survey students who were enrolled in Indiana Vocational Technical College, Indianapolis, between fall quarter 1976 and winter quarter 1977, and who left prior to completing their program. Three hundred eighty-four individuals responded to the survey questionnaire. The analyses of data consisted of two subparts: a descriptive analysis in the various categories, and an analysis to determine responses by sex, race/ethnic, marital status, veteran/non-veteran, and by program enrolled. The findings indicated three major reasons for students leaving school: they learned what they came to learn; there was conflict between job and studies; and there was not enough money to go to school (black students were identified as most adversely affected by lack of money). However, it was concluded there were no significant trends shown. Recommendations include revision of the student financial aid system, elimination of questions from future questionnaire which could be obtained from admission records, and conducting follow-up studies two to three times a year. (JH).

ED 164 840 CE 018 763

Lambert, Roger H. Caulum, David A.

Wisconsin Career Information System. Annual Progress Report 1978, July 14, 1977-July 13, 1978; Third Year of Operation.

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—DOL-75-55-76-01

Note—203p. ; Not available in hard copy due to reproducibility problems

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Education, *Information Systems, *Information Utilization, *Occupational Information, *Reference Materials, *State Programs, Educational Finance, Employment, Employment Opportunities, Employment Qualifications, Federal Aid, Federal State Relationship, Financial Support, High School Students, Job Analysis, Job Training, Marketing, Military Service, Postsecondary Education, Program Administration, Program Costs, Program Development, Program Evaluation, Program Improvement, Schools, Secondary Education, Student Attitudes, Use Studies, Vocational Education
Identifiers—Wisconsin

The Wisconsin Career Information System (WCIS) is a joint effort by several state agencies, institutions, and interested individuals to develop and disseminate accurate, current, and locally relevant occupational information to assist persons making vocational choices. One of eight state-wide occupational information systems funded by the U.S. Department of Labor National Occupational Information Service, it has completed three years of its four-year grant. In its sixteen files it utilizes computerized and manual information and audiovisual and printed materials relating to national and state occupations, training institutions, institutions of higher learning, financial aid, human resources, and military careers. The fields are organized to give information by occupational titles, rather than by specific job titles. Cross-reference files locate information on a particular occupation or job in the various files. Information sources include the Department of Labor; employers, employees, and trainers in the particular fields; institutions; and the Higher Education Aids Board. Three hundred and sixty-nine user sites are maintained at high schools, vocational/technical schools, universities and colleges, job service/WIN offices, Department of Vocational Rehabilitation offices, CAP Agencies, and CETA. Plans for the fourth year include further file development and modifications, requests for future federal aid, and an increase in user numbers and services. (The appendixes contain information on WCIS administration and user conferences, comments from users, sample products such as the SORT Index and user guide, and copies of marketing materials.) (EL).

ED 164 841 CE 018 770

Marson, Arthur A. And Others
Cost Benefit Model Development. Cost Benefit Study. Final Report.
Lakeshore Technical Inst. Cleveland, Wis. Moraine Park Technical Inst. Fond du Lac, Wis
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Attitude Change, *Cost Effectiveness, *Evaluation Methods, *Vocational Education, Accountability, Educational Attitudes, Educational Objectives, Educational Programs, Graduate Surveys, High School Graduates, High School Students, Individual Characteristics, Job Placement, Job Satisfaction, Program Effectiveness, Secondary Education, Study Habits

Through an analysis of the economic costs and benefits of five vocational-technical programs, it was shown that the benefits of a vocational-technical education outweigh the costs. Four programs showing greater benefits than costs were auto body (courses at two technical institutes), materials management, and electronic servicing. Clothing services showed greater costs than benefits. A major emphasis of the study was to examine noneconomic benefits of a vocational-technical adult education (VTAE) program. Graduates of the five programs and a group of high school graduates were surveyed to compare cost benefits and noneconomic factors such as attitude changes, job satisfaction, and social involvement. Some major noneconomic benefits found were that vocational-technical graduates receive a larger amount of help from their school regarding a job search and VTAE graduates enjoy greater job satisfaction than do high school graduates with no post-high school education. Appendixes contain (1) survey forms and cover letters, (2) summaries of cost/benefit/effectiveness procedures (in New York, Indiana, Wisconsin, New Jersey, California, Florida, and Oklahoma), (3) computerized cost model proposal, (4) format for establishing objectives, (5) survey forms for longitudinal evaluation of programs, and (6) norm tables. (CSS).

ED 164 842 CE 018 771

Drummond, Darl E.
The Minority Recruitment Program for Wisconsin VTAE System. Final Report.
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Administrators, *Faculty Recruitment, *Minority Groups, *Program Development, *Recruitment, *Vocational Education, Adult Education, Advisory Committees, Affirmative Action, Internship Programs, Job Placement, Program Content, Program Evaluation, Resource Centers, Resources, Staff Role, Teacher Exchange Programs, Technical Education
Identifiers—Wisconsin

This final report examines the progress of the Wisconsin Vocational, Technical and Adult Education (VTAE) program to recruit and employ minorities for existing and future teaching and administrative vacancies. Recruitment activities in the vocational studies center are outlined, along with activities of the program's advisory committee and state VTAE districts. A list of resource information and contact persons is given. A recruitment plan development is examined for September-December 1978 and a program timetable for all of 1978 is presented. Another section addresses the needs, goals, objectives, and the timetable projected for 1979. The present status of program efforts is evaluated and major need areas are identified. Program components such as application procedures, intern experience and teacher exchange are examined. Performance objectives within the vocational-technical districts and process objectives are listed. Also identified are the roles of vocational-technical district affirmative action officers, department chairpersons, and the program director. Specific project responsibilities are named, including contact with minority colleges and interaction with military recruiters. Finally the 1979 timetable presents planned activities for the coming year, such as recruitment from institutions, placement of intern employment candidates, and securement of district funding for the following year. (CT).

ED 164 843 CE 018 773

Gillett, Merl Hertzler, Simon L.
Suggested Guide for Fire Service Standard Operating Procedures.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Fire Science Education, *Management Systems, Fire Fighters, Guidelines, Organizational Effectiveness, Policy Formation, Records Forms

Suggested guidelines for the development of fire service standard operating procedures are presented in this document. Section topics are as follow: chain of command; communications; emergency response; apparatus; fire service training; disaster response; aircraft fire safety; mutual aid; national reporting system (example reporting forms); example mutual aid agreements; example standard operating procedure; example rules and regulations; information on hazardous cargoes and spills; and suggested records (annual hose statement, community resident information, monthly vehicle inspection report, and training report.) (JH).

ED 164 844 CE 018 776

Hoepner, Ronald
Secondary-Postsecondary Curriculum Development in Automotive Mechanics. Automotive Electrical Competencies. Final Report.
Spons Agency—Bureau of Occupational and Adult Education

(DHEW/OE), Washington, D. C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development.
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF06 Plus Postage. PC Not Available from EDRS
Descriptors—*Auto Mechanics, *Electrical Systems, *Job Skills, *Learning Modules, *Trade and Industrial Education, Articulation Education, Competency Based Education, Curriculum Development, Educational Objectives, Electric Batteries, Electric Circuits, Electricity, Postsecondary Education, Secondary Education, Skill Development

Developed as part of a competency-based curriculum in automotive mechanics which is usable by students at both the secondary and postsecondary levels, this learning package focuses on automotive electrical systems. It is the first unit to be published in a series of eight which will cover the eight subject areas on the national certification examination for auto mechanics. Following an introduction to the fundamentals of electricity and magnetism, this manual explains the identification, testing, and servicing of (1) automotive batteries, (2) the charging system, (3) the cranking circuit, (4) the ignition system, and (5) the electrical lighting and wiring of the body and chassis. Each unit contains lists of textbook references, of tools and materials needed, and of specific objectives, as well as a competency checklist for student use. Information sheets are provided with detailed diagrams, illustrations, and photographs. On the worksheets in each unit, students are asked to answer written questions or to demonstrate manually their achievement of the objectives. Tests are also provided at the conclusion of some of the units. (ELG).

ED 164 845 CE 018 777

McKay, Bruce And Others
Health Careers Guidance Manual—Articulation. For the Greater Milwaukee Area and Wisconsin. Volumes 1-2. Final Report, Project 09.039.150.318.
Milwaukee Area Technical Coll. Wis
Spons Agency—Bureau of Occupational and Adult Education (DHEW//OE), Washington, D. C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—78
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF03/PC26 Plus Postage
Descriptors—*Educational Programs, *Health Occupations, *Job Skills, *Occupational Information, *Program Descriptions, Allied Health Occupations Education, Career Guidance, Career Planning, Course Descriptions, Degree Requirements, Educational Facilities, Educational Resources, Employment Opportunities, Employment Qualifications, Post High School Guidance, Postsecondary Education, Program Guides
Identifiers—Wisconsin

This health careers guidance manual was developed to provide high school counselors, teachers, and students with information regarding health career opportunities and available training programs in Wisconsin. The content is in two volumes, with the first comprising two-thirds of the manual. Volume 1 begins with one-page job briefs on fifty-four jobs in sixteen health career areas. Each brief includes short descriptions of the work, employment opportunities and settings, educational requirements, and where to write for further information. The remaining portion of this first volume is devoted to health career program outlines, ranging from one to seventeen pages in length, for these fifty-four health career jobs; each outline includes some or all of the following: course information, recommended high school courses, course outline (includes course titles and credits for each year of the program) and brief course descriptions for each course in the program. Volume 2 begins with two appendixes. The first describes, in alphabetical order, the recommended courses in Wisconsin high schools, while the second contains specific competencies for some of the basic curriculum courses in health career programs at a technical college. A listing of college, university, and vocational technical school programs, as well as hospital education and training programs in Wisconsin, concludes this second volume. (EM).

ED 164 847 CE 018 793

Abramson, Theodore And Others
Instructional Support System—Occupational Education. Building Industries Occupations.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education
Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction
Report No.—CASE-30-77
Pub Date—77
Contract—VEA-SP-77-C-608
Note—315p. ; Not available in hard copy due to reproducibility problems
Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Building Trades, *Carpenters, *Climate Control, *Electrical Occupations, *Learning Modules, *Masonry, Behavioral Objectives, Construction Process, Curriculum Guides, Electricians, Learning Activities, Performance Criteria, Secondary Education, Teacher Developed Materials, Trade and Industrial Education

The modules which make up the bulk of this report are the result of a two-week workshop at which thirteen building industries occupations teachers worked toward the development of a student outcome oriented curriculum. These modules are divided into the following occupational units: (1) carpentry (containing hand tools; portable power tools; footing and foundation forms; framing of decks, walls, roofs, and roof coverings; and interior and exterior finish); (2) electrical (containing circuitry; overhead service entrance; lateral service entrance; main and sub-panel; and signaling and remote control devices); (3) masonry (containing mixing mortar, basic brick work techniques, basic block work, plastering, tile setting, and stone work); and (4) environmental control (containing basic physics of climate control, duct work, and pipe assembly). Each module lists the task, major objective, and enabling objectives; most contain suggested instructional content. At the end of each unit a task check-list is included for the instructor to identify individual tasks completed by the students. Also included are suggestions on the use of the modules and additional comments made by the workshop participants. (CT).

ED 164 848 CE 018 801

Focus on Choice. Final Report.
Fort Wayne Women's Bureau, Inc. Ind
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education. Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Adult Development, *Adult Dropouts, *Career Planning, *Females, *Program Evaluation, *Self Concept, Adult Education, Adult Programs, Decision Making, Discussion Groups, Evaluation Methods, Goal Orientation, Occupational Information, Program Content, Program Design, Questionnaires, Role Models, Self Evaluation
Identifiers—Indiana (Fort Wayne)

Focus on Choice was a 309 Special Project with education and research components. The educational aspect involved two pilot classes of under-educated adults in a 13-week course which emphasized self-assessment, goal-setting and occupational information. An integral feature of the design included mutual support groups and role models as a way of encouraging school re-entry and/or an improvement in self-esteem. The most significant impact came from group discussion and contact with peer consultants. The research and project results compiled in this final report indicate that adoption of the Focus on Choice format may be very useful in existing adult education programs. Evaluation was accomplished through questionnaires administered to participants after each session and through informal group and individual discussions with participants outside of the classroom. Evaluations by participants and project staff indicate that the techniques utilized in this project facilitated the adult students' abilities to understand their needs and interests, providing the basis for informed goal setting. A summary of the results show that of the 24 participants, 15 returned to school (63%), and 7 improved their employment status (29%). According to participants' self-inventories

administered after the course, their level of self-confidence had greatly improved. (Program materials are appended.) (Author/CT).

ED 164 849 CE 018 811

Griffin, Wilma P. Kelly, Joan M.

The Development and Pilot Testing of a Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education. Final Report.

Texas Univ. Austin. Dept. of Home Economics

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Attitude Change, *Change Strategies, *Models, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Counselors, Home Economics Teachers, Inservice Teacher Education, Instructional Materials, Material Development, Measurement Instruments, Pilot Projects, Research Methodology, Teacher Workshops, Test Construction, Testing

A model for increasing awareness of sex-bias and sex stereotyping in vocational education was developed. The model consisted of a five-hour workshop which included these elements: (1) an introductory slide presentation which provided an overview of sex stereotyping; (2) five group activities (The Exchange, A Closer Look, Taking Stock, What a Difference a Word Makes, and Building Our Image); and three pre-postassessment instruments designed to determine the degree of awareness of sex bias and stereotyping (Sex Awareness Instrument, Current Behavior Practices Questionnaire, and Personal Commitment). In addition to the three instruments, the Bem Sex Role Inventory was used to obtain feminine, masculine, androgynous, and undifferentiated scores of the respondents. Following pilot testing, the model was tested on eighty-one female home economics educators and fourteen male vocational counselors. From the results, it was concluded that the sexism-awareness workshop was effective in bringing about a statistically significant increase in degree of awareness of sex bias and sex stereotyping in vocational education. The assessment instruments are included in the appendixes. (Also available is the workshop facilitator manual, CE 018 812.) (JH).

ED 164 850 CE 018 812

Griffin, Wilma P. Kelly, Joan M.

Stamp Out Sexism: A Texas Awareness Project. Facilitator Manual. Workshop Materials for Vocational Homemaking Teachers.

Texas Univ. Austin. Dept. of Home Economics

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Attitude Change, *Change Strategies, *Sex Discrimination, *Sex Stereotypes, *Vocational Education, Guides, Home Economics Teachers, Inservice Teacher Education, Instructional Materials, Interpersonal Competence, Measurement Instruments, Teacher Workshops

This workshop facilitator manual was developed for use in conducting a sexism-awareness workshop for home economic teachers. Section 1 provides an introduction to the manual, objectives of the workshop, format of the manual, and a suggested time schedule and group size for each activity. The second section provides instructions for conducting the workshop activities: introductory slide presentation of sex bias, five group activities, and administration of three assessment instruments. The five activities are "The Exchange" (meet other members of the subgroup and discuss media presentation), "A Closer Look" (describe and compare the way females, males, and healthy well-adjusted adults are perceived), "Taking Stock" (identify and examine personal attitudes and the attitudes of others relating to the role of men and women), "What a Difference a Word Makes"(identify personal sex bias and those biases projected in textbooks and other education resources), and "Building Our Image" (identify class behaviors that perpetrate, minimize or eliminate sex bias and stereotyping). Copies of activity handouts and assessment instruments are provided in section 3. The three instruments used are sexism awareness instrument, Current Behavior Practices Questionnaire, and Personal Commitment. (Also available is the project final report, CE 018 811.) (JH).

ED 164 851 CE 018 814

National Advisory Council on Vocational Education. 1977 Annual Report.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Advisory Committees, *Annual Reports, *Vocational Education, Adult Education, Educational Planning, Federal Programs, Postsecondary Education, Program Descriptions, Secondary Education

Identifiers—United States

The 1977 annual report of the National Advisory Council on Vocational Education is presented in this document. Section 1 describes the Council functions. Names and addresses of council members are listed in section 2. Dates and locations of meetings held during 1977 are given in section 3. The next section summarizes council activities for 1977, which were performed in the areas of legislation, assessment of administration and operation of the Bureau of Adult Education, management evaluation review for compliance, American Indian vocational education, disadvantaged and handicapped, national vocational education policy, and manpower policy. Section 5 lists the titles of council reports by month. The concluding section presents the council reports' findings and recommendations, including recommendations relative to the following: notice of intent to issue regulations (Public Law 94-482), public hearings on native Americans in vocational education, youth unemployment, testimony to Congress (Youth Unemployment Act), and energy report (the response of vocational education to the national energy crisis). (JH).

ED 164 854 CE 018 868

Harris, Zelema Eros, Dawn

Identification, Description, and Evaluation of Vocational Education Programs at the Metropolitan Community Colleges in Kansas City, Missouri. Final Report—Volume I.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701964

Note—190p. ; For a related document see CE 018 869 ; Best copy available

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Community Colleges, *Curriculum Evaluation, *Program Evaluation, *Program Improvement, *Vocational Education, Academic Achievement, Administrator Attitudes, Advisory Committees, Community Support, Cost Effectiveness, Data Collection, Disadvantaged, Employer Attitudes, Evaluation Criteria, Evaluation Methods, Facility Requirements, Graduate Surveys, Handicapped Students, Labor Market, Models, Occupational Aspiration, Occupational Surveys, Program Descriptions, Program Development, Program Effectiveness, Sex Fairness, Student Attitudes, Student Characteristics

Identifiers—Missouri (Kansas City)

The project's purpose was to implement a vocational curriculum evaluation model developed by the Metropolitan Community College (MCC) District. The model was formatively field tested with ten MCC vocational programs and implemented in the evaluation of twenty-four vocational programs. The model's criteria was based on the program's (1) relationship to job market profile, (2) level of occupational community support, (3) meeting vocational aspirations of students, (4) student performance, (5) cost effectiveness, (6) meeting handicapped and disadvantaged students' needs, and (7) demonstrating sex fairness. Model implementation included the revision, administration, and collection of questionnaires. Questionnaires surveyed program completers and leavers, current students, handicapped and disadvantaged students, occupational communities, employers of program graduates and program faculty. (Sample questionnaires are appended.) Other data sources included labor statistics, program costs and enrollment figures, and program facility information. Analyses results were plotted on a program evaluation profile for each program evaluated. The profile points out program strengths

and weaknesses and can be used by administrators and others as the data base for decision making policy. The model includes a procedures manual which facilitates replication. (In addition to the sample questionnaires, a facilities checklist and evaluation profiles for the twenty-four programs are appended.) (For the procedures manual see CE 018 869.) (Author/CSS).

ED 164 855 CE 018 869

Harris, Zelema Eros, Dawn

Procedures Manual for the Implementation of a Vocational Curriculum Evaluation Model (Developed at Metropolitan Community Colleges in Kansas City, Missouri). Final Report—Volume II.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701964

Note—112p. ; For a related document see CE 018 868

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Community Colleges, *Curriculum Evaluation, *Data Analysis, *Evaluation Criteria, *Evaluation Methods, *Vocational Education, Academic Achievement, Administrator Attitudes, Advisory Committees, Community Support, Cost Effectiveness, Data Collection, Disadvantaged, Employer Attitudes, Facility Requirements, Graduate Surveys, Guides, Handicapped Students, Labor Market, Models, Occupational Aspiration, Occupational Surveys, Program Effectiveness, Program Evaluation, Questionnaires, Sex Fairness, Student Attitudes, Student Characteristics

Identifiers—Missouri (Kansas City)

The procedures manual, developed for the vocational curriculum evaluation model, details the process used to evaluate programs. In the first of eight sections, the manual presents seven criteria for judging the program: (1) meeting job market needs, (2) meeting past-present students' vocational aspirations, (3) demonstrating graduates' successful performance, (4) receiving occupational community support, (5) demonstrating cost-effectiveness, (6) meeting handicapped and disadvantaged students' needs, and (7) demonstrating sex fairness. (Twenty-nine sub-criteria are appended.) The criterion measures which are detailed in the report are the questionnaires for the advisory committee, current students, graduates, employers, occupational community, and program head. A program cost form, cost-effectiveness rating form, and a facilities checklist are also explained. Section 2 identifies and defines the survey population. The third section discusses budget and enrollment figures, indexes for the college, labor market projections, and program competencies and checklists. Section 4 reviews the data collection procedures, and the following section provides extensive directions for data analysis. In the sixth section directions are given for utilization of the evaluation score sheet. Program and composite evaluation profiles are explained in section 7, and the final section makes recommendations for use of the model. (For the description of the vocational curriculum education model see CE 018 868.) (CSS).

ED 164 856 CE 018 872

Sawyers, Betty

Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs in Indiana. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Sex Discrimination, *Sex Stereotypes, *Vocational Education, Career Choice, Secondary Education, Self Concept, Sex Role, Standardized Tests, Student Distribution, Vocational Interests

Identifiers—Indiana

This study investigated the extent and nature of sex bias in Indiana's vocational education programs. It also examined sex bias in relation to selected factors (motivation, psychomotor and language skills, I.Q. interest, reality, and sex-role perception). Enrollments in vocational programs in twenty-four area vocational programs were analyzed. One hundred students (twenty-five females and twenty-five males in traditional programs, and twenty-five females and twenty-five males in nontraditional programs) responded to selected commercial tests and to the Bem Sex Role Inventory (BSRI). School personnel were given a ten-item survey on practices and policies for eliminating sex bias in vocational programs. Findings indicate the following: (1) the number and type of vocational courses offered and the selected factors identified for this study appear to have little influence on an individual selecting a nontraditional program; (2) sex-role-self-perception appears to affect the selection of nontraditional programs. The findings suggest that additional efforts are needed to eliminate sex bias in vocational programs, especially in the areas of teacher attitudes, employer attitudes, and student nonsex-bias orientation to occupations. (Author/JH).

ED 164 857 CE 018 881

Lee, Jasper S. And Others

Career Preparation in Agriculture Project. Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agriculture Teachers. Final Report, July 1, 1977-June 30, 1978.

Mississippi State Univ. Mississippi State. Dept. of Agricultural and Extension Education

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agribusiness, *Agricultural Education, *Information Dissemination, *Program Development, *Resource Materials, Adult Vocational Education, Agricultural Production, Agricultural Supplies, Curriculum Development, Forestry, Horticulture, Producer Services, Program Evaluation, Program Improvement, Public Relations, Recruitment, Secondary Education, Work Experience Programs, Youth Clubs

Identifiers—Future Farmers of America

The purpose of this project was to develop innovative agricultural education programs within the comprehensive high school setting in selected school districts in Mississippi. The following programs were implemented: horticulture (Starkville Vocational Center); vocational forestry (Lamar County); agricultural suppliers and services program (Alcorn County Vocational Center); wildlife-forestry (Winston-Louisville Vocational Technical Complex); and specialized programs in crops and livestock (Covington County). The main emphasis during the period July 1, 1977 to June 30, 1978 (reported here) was on (1) development of public relations materials, (2) curriculum planning, (3) organization and development of Future Farmers of America (FFA) chapters, (4) development of adult education programs in agriculture, (5) improving FFA programs, (6) instituting effective recruitment programs for vocational agriculture/agribusiness, and (7) improving supervised occupational experience programs. No major problems were encountered during the development of the project. Project-related materials were made available to all teachers. Other project information was disseminated through workshops and meetings. The project was evaluated by both the project staff and the participants. (Appendixes comprise a major portion of this document and include a list of instructional materials distributed to teachers; script of sound/slide presentation, "Today's Vocational Agriculture"; evaluation forms; and other related materials.) (BM).

ED 164 858 CE 018 887

Identification and Development of Competency-Based Curriculum for Water and Wastewater Program.

Kirkwood Community Coll. Cedar Rapids, Iowa

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007603718

Note—477p. ; Some pages throughout this document may not reproduce well due to small print

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC20 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Curriculum Evaluation, *Trade and Industrial Education, *Water Resources, Community Colleges, Curriculum Guides,

Graduate Surveys, Job Skills, Occupational Surveys, Part Time Students, Program Effectiveness, Program Evaluation, Remedial Instruction, School Business Relationship, Task Analysis, Teacher Evaluation, Testing, Two Year Colleges, Vocational Followup, Waste Disposal
Identifiers—Waste Water Treatment

A project was undertaken at Kirkwood Community College to develop a full-time and part-time competency based program to educate water and wastewater treatment plant operators. First, a survey was conducted to identify the job tasks performed by the operators, their frequency, importance, and necessity. A questionnaire listing 651 tasks divided into six subject areas (management, human relations, wastewater collection, wastewater treatment, water treatment, and water distribution) was sent out to operators at three job levels. Based on responses from 231 operators, 439 tasks were found to be significant in plant operation. It was then necessary to revise the existing curriculum to address these tasks more fully and to convert it to a competency based format. A competency based testing program was developed to permit students to "test out" of instructional units, and the curriculum was changed to allow entry at various times. To evaluate the program, four types of measurement were used: (1) course effectiveness, measured by a computerized campus system, called SPOT, which is administered to students upon program completion; (2) instructor effectiveness; (3) student skills performance, which includes a basic math skills test upon entry and a remedial program, called PAD, to correct math and reading deficiencies; and (4) postgraduate job performance. (A sample competency based curriculum guide is included for the course, basic laboratory skills.) (ELG).

ED 164 863 CE 018 978

Carter, Michael A.
Contradiction and Correspondence: An Analysis of the Relation of Schooling to Work. Discussion Paper 75-1.
Center for Economic Studies, Stanford, Calif
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Employer Employee Relationship, *Occupational Aspiration, *Relevance Education, *School Attitudes, *School Business Relationship, *Work Attitudes, Educational Background, Educational Change, Educational Theories, Employee Attitudes, Employment, Employment Potential, Job Enrichment, Job Simplification, Laborers, Labor Utilization, Organization, Organizational Change, Organizational Development, Organizational Effectiveness, Underemployment, Vocational Adjustment, Work Environment

The world of work is composed of contradictory conditions which schooling tries to mediate through a reproductive process. The present organization of production based on wage-labor is inherently self-contradictory in that the interests of management and labor are directly opposed. School prepares individuals to deal with the types of peer relationships, authority figures, knowledge, and control over work content that they will eventually face on the job. This preparation, or correspondence of schooling to working conditions, facilitates workers' acceptance of the social and structural composition of labor. However, the mechanisms of this correspondence are beginning to break down, and a "crisis in education" is resulting. As jobs become more routinized and simplified to reduce costs and training time, school credentials are losing much of their meaning. No longer does a high level of academic achievement guarantee a high-paying, high-status job. As a result of this breakdown, workers are becoming increasingly disillusioned and cynical about the job market, and are applying pressure for more democratic, participatory forms of work organization. If such changes do occur in the world of work, then schooling processes must change in a corresponding fashion. (ELG).

ED 164 864 CE 018 979

Carnoy, Martin Rumberger, Russell W.
Segmented Labor Markets: Some Empirical Forays. Discussion Paper 75-2.
Center for Economic Studies, Stanford, Calif
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—G-003-0205
Note—80p. ; Not available in hard copy due to reproducibility problems. For a related document see ED 157 811
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Age, *Employees, *Employment Qualifications, *Industrial Personnel, * *Labor Market, *Males, *Occupational Mobility, Black Employment, Blacks, Census Figures, Comparative Analysis, Educational Background, Employed Women, Employment, Females, Occupational Information, Whites, Working Hours
Identifiers—United States

Employing 1970 U.S. census data, tests were conducted to examine the empirical evidence on the existence of U.S. labor market segments. Some comparisons between the labor market for males and females were made, but the analysis concentrates on males. Labor markets were divided by race, sex, job types (secondary, primary subordinate, primary independent, and crafts) and industry types (public and private). The basic concern was with intra-segment economic position, defined as annual earnings. One hypothesis tested was that mobility between occupational and industrial segments is limited for blacks and whites and males and females. Data analysis revealed that white males have much higher upward mobility out of secondary labor markets than do blacks. Regression estimates demonstrated that schooling and age are significant correlates of upward mobility for males. In comparing male and female regression estimates by segment it was found that women receive lower salaries than men and generally get a lower pay-off to additional schooling and higher age. Overall study results, while neither proving nor disproving the existence of a segmented labor market, indicate considerable stability over a five-year period in types of jobs and industries people work in, large earnings differences among occupational segments and private industries, and the relationship among education, work experience, and earnings differing among job types but not between industry types. (CSS).

ED 164 870 CE 019 018

Wulfeck, Wallace H. II And Others
The Instructional Quality Inventory: I. Introduction and Overview.
Navy Personnel Research and Development Center, San Diego, Calif
Report No.—NPRDC-SR-79-3
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Evaluation Methods, *Instructional Improvement, *Military Training, * *Quality Control, *Systems Approach, *Systems Development, Armed Forces, Classification, Course Content, Educational Objectives, Evaluation Criteria, Instructional Design, Instructional Materials, Instructional Systems, Program Effectiveness, Task Performance, Teaching Methods, Test Reliability, Test Validity, Training Objectives
Identifiers—Instructional Quality Inventory, Navy, United States

This report describes the instructional quality inventory (IQI), which was developed to provide quality control/evaluation procedures for the instructional system development (ISD). The ISD is described as a method used by the military to develop or revise training courses. IQI procedures are detailed in six sections. Section 1 explains the IQI classification system, which classifies instructional parts (objectives, tests, and presentations) according to performance tasks and instructional content. Section 2 reviews the IQI steps, which are used to determine if each objective is adequate for further instructional development. The third section outlines the process used to determine whether test items are consistent with objectives and whether each item is adequate. The following section provides guidelines for insuring that the presentations are consistent with the objectives and the test items and are adequate. In section 5 rules for assessing presentation adequacy are presented. The final section reviews the resources needed to use the IQI. (Author/CSS).

ED 164 873 CE 019 065

Persons, Edgar A.
Helping Small Businesses Make It. Critical Issues Series, no. 1.
American Vocational Association, Washington, D.C.
Pub Date—78

Available from—The American Vocational Association, Inc. 2020 North Fourteenth Street, Arlington, Virginia 22201 ($3.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50+, 30% off) Pub Type—Guides/Methods/Techniques—General (050)

Document Not Available from EDRS

Descriptors—*Administrator Education, *Business Education, *Curriculum Design, *Program Descriptions, Demonstration Programs, Educational Objectives, Management Development, Program Evaluation, Teachers

Identifiers—Minnesota, Small Businesses

This booklet describes the Minnesota model for small business management education. The content is presented in five parts. The first discusses the economic role of small business and the need for small business management education. Part 2 discusses the development of the Minnesota model for management education for both farmers and small business operators. Part 3 on the goals and design of the business management program covers family and business goals, local need for a program, funding, logistical support, and a job description for instructors. Part 4, focusing on the instructional program, discusses instructional activities, the curriculum design, and business records and analysis. The last part briefly addresses program evaluation. (EM).

ED 164 874 CE 019 066

Swanson, Gordon And Others

Youth Unemployment: Solving the Problem.

American Vocational Association, Washington, D.C.

Pub Date—78

Available from—American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($6.00; 10-19 copies, 10% off; 20-29copies; 15% off; 30-39 copies; 20% off; 40-49 copies, 25% off; 50+ copies, 30% off) Pub Type—Books (010)

Document Not Available from EDRS

Descriptors—*Employment Programs, *Federal Legislation, *Job Training, *Vocational Education, *Youth Employment, Disabilities, Dropouts, Educational Change, Educational Programs, Females, Labor Force Development, Minority Groups, Policy Formation, Program Descriptions, Program Development, Unemployment, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Youth Employment Demonstration Projects Act

This multi-authored book concentrates on how vocational education can help alleviate youth unemployment. G. Swanson reviews the role of vocational education in the nation's employment and training programs. He discusses education and training legislation, changes in legislative and program emphasis, and the national commitment to institution-based programs. R. Evans examines national youth employment legislation and its underlying issues and policies. R. Taggart and G. Wurzberg address themselves to opportunities for vocational education in youth employment and training programs. D. Robinson deals with special needs youth: minorities, handicapped, females, and dropouts. J. Rossbach illustrates effective strategies for implementing the federal youth legislation, emphasizing CETA and the Youth Employment and Demonstration Projects Act. L. D. Briggs examines components of exemplary training programs for youth. G. Venn describes successful patterns of serving youth through vocational education, emphasizing the need for educational change. Finally, L. Gess stresses the need for a national youth development policy, elaborating on the function of policy makers in stimulating youth employment. Several chapters have lists of suggested readings and addresses to write for further information. (CT).

ED 164 875 CE 019 067

Reece, Barry L.

Teaching Adults: A Guide for Vocational Instructors. Professional Development Series, no. 1.

American Vocational Association, Washington, D.C.

Pub Date—78

Available from—American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($3.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50+, 30% off) Pub Type—Guides/Methods/Techniques—General (050)

Document Not Available from EDRS

Descriptors—*Adult Vocational Education, *Classroom Environment, *Course Organization, *Evaluation Methods, *Instructional Design, *Teaching Methods, Adult Educators, Adult Programs, Job Application, Sequential Approach, Student Teacher Relationship, Teacher Characteristics, Teaching Guides

A series of helpful tips for planning and teaching an adult course is contained in this guide. Section 1 studies the creation of a climate for learning. It includes such elements as the uniqueness of teaching adults, the characteristics of successful adult instructors, the importance of the first class meeting, getting to know the students, and providing for the physical comfort of the students. Next, section 2 examines the development of the teacher's training plan. This section is divided into two subsections: preparing the training plan and selecting instructional content. Section 3 concentrates on the selection of appropriate teaching methods. The topics discussed here include the nature of learning, emphasis on job application, learning as a self-activity, instruction sequencing, and teaching methods for various occasions. Finally, the evaluation process is examined along with its purposes and varying designs. Several charts illustrate the material and a sample quiz and evaluation form are included. (CT).

ED 164 876 CE 019 068

Lamar, Carl S. Ed

Comprehensive Planning or Vocational Education. A Guide for Administrators. (8th Yearbook of the American Vocational Association).

American Vocational Association, Washington, D.C.

Pub Date—78

Available from—The American Vocational Association, 2020 North Fourteenth Street, Arlington, Virginia 22201 ($12.00; 10-19 copies, 10% off; 20-29, 15% off; 30-39, 20% off; 40-49, 25% off; 50+, 30% off) Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Educational Strategies, *Management Information Systems, *Prediction. *Program Development, *Vocational Education, Administrator Guides, Advisory Committees, Community Planning, Comprehensive Programs, Cooperative Planning, Cooperative Programs, Coordination, Decision Making, Educational Planning, Educational Policy, Educational Resources, Federal Legislation, Instructional Systems, Policy Formation, Program Effectiveness, Staff Role, Statewide Planning, Yearbooks

Identifiers—Education Amendments 1976, United States

This book was designed to serve as a guide for vocational education administrators in implementing comprehensive program planning (the process of forecasting the future and then preparing for it) as called for in the Education Amendments of 1976. The content is presented in ten chapters. The first provides an overview of comprehensive planning in vocational education, while the next chapter proposes a decision-making strategy for program planning. Chapter 3 covers the rationale and need for comprehensive planning at the national, state, and local levels. The focus of the fourth chapter is on information systems for planning, including the design, operations, and use of information systems. Chapter 5 on the use of resources to support planning functions discusses the securing, allocation, and management of resources. In the next chapter the human element in comprehensive planning is covered and includes staff involvement in planning and the effective use of advisory groups. Chapter 7 deals with the training of personnel to plan effectively, while the eighth chapter covers the implementation of the planning program. Chapter 9 discusses different planning techniques, such as the Delphi technique and advocate team progress. The last chapter focuses on evaluating the effectiveness of comprehensive planning. Four case studies demonstrating exemplary approaches to state plan development are appended. (EM).

ED 164 877 CE 019 069

Promoting Vocational Education. A Public Relations Handbook for Vocational Educators.

American Vocational Association, Washington, D.C.

Pub Date—78

Available from—The American Vocational Association, 2020 N. 14th Street, Arlington Virginia 22201 (Order Number 10178, $4.00; 10% for 10-19 copies; 15% off for 20-29 copies; 20% off for 30-39 copies; 25% off for 40-49 copies; 30% off for 50+ copies) Pub Type—Guides/Methods/Techniques—General (050)

Document Not Available from EDRS

Descriptors—*Program Development, *Publicize, *Public Relations, *Vocational Education, Audiovisual Aids, Educational Responsibility, Mass Media, Program Guides, School Community Relationship

This handbook for vocational educators was developed as a tool to help them in their public relations efforts. Following a brief introduction, the content is presented in twelve sections. The first discusses the roles of various professionals and groups in vocational education. Section 2 covers planning a total public relations program and includes steps in planning, instructions on how to start the planning process, and keeping a public relations calendar. The next two sections cover communications with internal and external publics, while section 5 discusses using mass media as a communications tool, particularly the newspaper. Section 6 covers printed messages between vocational educators and their publics, including newsletters, brochures, pamphlets, letters, and posters. The next three sections discuss communication via visual media, verbal media, and audiovisual media. Section 10 covers advertising a program through paid advertising, billboards, and direct mail; section 11 is on planning special events, such as open houses and conferences. The last section provides guidelines for planning a National Vocational Education Week (NVEW) and includes a calendar of planning activities. (EM).

ED 164 878 CE 019 074

Ricketts, Samuel Clifton

A Historical Perspective of Federally Administered Programs as to Monies Appropriated for Research and Development, Demonstration Projects, and Curriculum Development.

Ohio State Univ. Columbus

Pub Date—78

Pub Type—Books (010)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Educational Legislation, *Federal Aid, *Federal Legislation, *Vocational Education, Coordination, Curriculum Development, Demonstration Programs, Educational Administration, Educational Cooperation, Educational Development, Educational Finance, Educational Improvement, Educational Needs, Educational Research, Federal State Relationship, Financial Needs, Financial Support, Project Applications, Research Proposals, Training

Identifiers—Vocational Education Act 1963, Vocational Education Amendments 1968, Vocational Education Amendments 1976

Since 1963, Congress has provided funds and support for vocational education by passing the Vocational Education Act of 1963 and two sets of amendments, the Vocational Education Amendments of 1968 and of 1976. Federally authorized appropriations during this time have increased from eight million dollars in 1963 to eighty million in 1978. Enacted to replace the Smith-Hughes Act (1917), the 1963 Act was designed to meet current needs by funding projects in the areas of research, demonstration projects and models, and training. The Vocational Education Amendments of 1968 divided federal funding into three distinct categories: (1) Part C for research and training, (2) Part D for demonstration projects, and (3) Part I for curriculum development. Under this separation of funding it was found that programs often operated in isolation without continuity from research to demonstration to implementation. To correct this situation, amendments were passed in 1976 to consolidate research, exemplary and innovative programs, and curriculum and staff development into a single category. Unlike the earlier legislation, these laws restricted federal funding to applied, close-ended research projects of national significance. Despite the coordinated approach required by these statutes, curriculum development appears to be receiving less emphasis and financial support than other areas. (ELG).

ED 164 879 CE 019 075

Larson, Curtis G. Krueger, Kurt

Career and Vocational Education. Industrial Arts Competencies.

San Mateo Union High School District, Calif

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Behavioral Objectives, *Competency Based Education, *Industrial Arts, *Management Systems, *Performance Criteria, *Student Evaluation, Auto Mechanics, Curriculum Guides, Drafting, Electronics, Graphic Arts, Metals, Secondary Education, Task Performance, Woodworking

This competency-based curriculum guide is designed to assist the teacher in the organization and management of the industrial arts program. It includes student performance objectives which detail the responsibilities of the teacher and the students. The competencies described in the document represent individual learning units in each of the following subject areas: automechanics, electronics, metals, residential planning, technical drawing, woods, and graphic arts. The authors suggest that these competency units described can be a basis in program evaluation which can assist in more effective planning and in maintaining an up-to-date educational evaluation of the progress of each student enrolled. In each area, the competencies are listed followed by the specification of the tasks involved. Each section also explains at what educational level the various competencies should be demonstrated and at what point students should be certified competent. Two other curriculum guides accompany this document and include performance objectives for courses in health occupations education (CE 019 076) and metals (CE 019 077). (CT).

ED 164 880 CE 019 076

Larson, Curtis G. Fiedler, Beatrice

Career and Vocational Education. Concepts of Health Management System.

San Mateo Union High School District, Calif

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Behavioral Objectives, *Competency Based Education, *Health Education, *Management Systems, *Performance Criteria, *Student Evaluation, Age, Course Organization, Curriculum Guides, Diseases, Heredity, Hygiene, Mental Health, Reproduction Biology, Secondary Education, Task Performance

This curriculum guide is designed to assist students in developing the ability to understand the many aspects of personal/social/mental health. It emphasizes student performance objectives in physical well-being, disease, reproduction, heredity, mental health and aging. It is also designed to assist the local teacher with organization and management of the course. The management system describes the accountability line and the information flow from the teacher to the principal and to the superintendent. First, the overall course objectives, district goals and objectives, and teacher facilitating objectives are listed. Next, the student performance objectives are presented in five units, which are titled (1) Postive Mental Health; (2) Human Sexuality; (3) Growth and Maturation; (4) Death and Dying; and (5) Man and Disease. These objectives are arranged in nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly grades are issued. Appendix 1 includes a management system report—time frame check lists, teacher facilitating objectives, student objectives, and a narrative report. Appendix 2 lists suggested audiovisual materials for health education on such topics as birth control; coping with emotions, aging, and death; alcohol; buying health care; and heart disease, cancer, and high blood pressure. Two other curriculum guides accompany this document and include performance objectives for courses in metals (CE 019 077) and industrial arts (CE 019 075). (CT).

ED 164 881 CE 019 077

Larson, Curtis G. Frazer, Cloyce

Career Development Programs. Metals Program Management System.

Santa Clara County Office of Education, San Jose, Calif

Pub Date—76

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Behavioral Objectives, *Competency Based Education, *Management Systems, *Metals, *Performance Criteria, *Student Evaluation, Course Organization, Curriculum Guides, Decision Making, Metal Working, Secondary Education, Skill Development, Task Performance, Trade and Industrial Education

This curriculum guide describes a broad range of teaching objectives and student learning experiences in several metal occupations. It also provides assistance to students in gathering data for personal decision making with regard to the metals industry as a career alternative and helps prepare students for entrance into post-high school

technical programs. Specific units cover entry-level skills development in the areas of safety, metals technology, bench and wrought metal, sheet metal, art metal, forging, heat treating, foundry, welding, machine shop, metals in everyday living, and finishing. The guide is also designed to assist the local teacher with organization and management of the course. It describes the accountability line and the information flow from the teacher to the principal and to the superintendent. The management system includes measurable objectives which detail the responsibilities of the teacher and the students. The student performance objectives are arranged in nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly grades are issued. The appendix contains a management system report, time frame checklists for teacher and student objectives, and a narrative report example with instructions. Two other curriculum guides accompany this document and include performance objectives for courses in health occupations education (CE 019 076) and industrial arts (CE 019 075). (CT).

ED 164 882 CE 019 082

Weis, Susan F. And Others

Curriculum Guide for Food Service Instructional Programs in Pennsylvania.

Pennsylvania State Univ. University Park

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education

Pub Date—77

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF08 Plus Postage. PC Not Available from EDRS

Descriptors—*Equipment Utilization, *Food Handling Facilities, *Food Service, *Foods Instruction, *Nutrition, *Occupational Home Economics, Adult Vocational Education, Behavioral Objectives, Cooperative Education, Curriculum Guides, Handicapped Students, Learning Activities, Mathematical Applications, Prevocational Education, Safety, Sanitation, Secondary Education

Identifiers—Pennsylvania

This curriculum guide for an occupation home economics program in food management and production services is designed for use in teaching commercial food service at the high school level. (The authors state that the guide materials are also adaptable for programs of prevocation education, vocational education for the handicapped, adult vocational education, and cooperative education). Section 1 presents an overview of the guide, giving suggestions for planning, teaching, and evaluating vocational food service programs. Also included is an explanation of the design of and suggestions for using the guide. Section 2 presents ten instructional units (concepts): (1) program orientation; (2) safety; (3) sanitation; (4) applied nutrition; (5) small equipment; (6) major equipment; (7) receiving, storing, and issuing; (8) quality food production; (9) customer service procedures; and (10), food service math. Each unit includes a statement of the relevance of the material, a list of performance competencies, suggested teacher activities, and a list of key words (trade vocabulary) related to each unit. The concluding section is a teacher reference section. Provided are suggestions for involving students, presenting information, using visual aids, evaluation, and managing the classroom. Also provided is a reference list of publications, filmstrips, and worksheets for this curriculum guide. (JH).

ED 164 883 CE 019 090

Knight, James A. Bender, Ralph E.

Why Vocational Agriculture Teachers in Ohio Leave Teaching. Summary of Research.

Ohio State Univ. Columbus. Dept. of Agricultural Education

Report No.—SR-14

Pub Date—78

Available from—Department of Agricultural Education, Ohio State University, Columbus, Ohio 43210 (Free while supply lasts) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Agricultural Education, *Career Change, *Teacher Attitudes, *Teacher Employment, *Vocational Education Teachers, *Work Attitudes, Faculty Mobility, Job Satisfaction, Secondary School Teachers, State Surveys, Teacher Salaries, Teaching Experience, Vocational Adjustment

Identifiers—Ohio

To identify the major reasons why high school vocational agriculture teachers in Ohio left their teaching positions between 1970 and 1975, 134 former teachers and 118 current teachers were surveyed. Former teachers were asked to rank forty-five factors on the extent of influence each factor had on their decision to leave teaching. The five factors which were ranked as the most influential were long range occupational goals were other than teaching vocational agriculture; there were students in class who should not have been in vocational agriculture; inadequate advancement opportunities; long hours; and inadequate salary. An analysis of the relationship between demographic factors and influential factors revealed four findings, two of which are the following: as time spent in supervision of students' occupational experience programs increased, former teachers generally reported student learning difficulties and discipline problems as being less influential in their decision to leave; and the higher the reported salary during the last year of teaching the less influential inadequate salary generally became. In comparing former and current teachers, it was found that the former teachers tended to report lower salaries than the current teachers with whom they were matched. (EM).

ED 164 884 CE 019 098

Hull, William L. And Others

Research Needs in Diffusion, Change and Information Systems.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—78

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Diffusion, *Educational Change, *Educational Development, *Educational Research, *Information Systems, *Research Needs, Agency Role, Communication Thought Transfer, Demonstration Programs, Educational Innovation, Information Dissemination, Information Needs, Information Processing, Information Retrieval, Information Utilization, Program Effectiveness, User Satisfaction Information

Identifiers—National Center for Research Vocational Education

Through an examination of the background and current status of programs at the National Center for Research in Vocational Education, one can identify many research problems and issues. Some of these current National Center programs include a diffusion program (combining five U.S. Office of Education-sponsored projects), research and development (R&D) efforts (focusing on operational problems in National Center diffusion and information systems), and information system activities (including the ERIC Clearinghouse on Adult, Career, and Vocational Education, the National Center Clearinghouse, and the Resource and Referral Service). Based on these and past activities, eight issues can be identified as potential research topics concerning educational dissemination and utilization: (1) a discrepancy exists between national priorities and local user needs for the dissemination of R&D results; (2) communication processes need further development; (3) practitioner capability to obtain and use R&D information needs strengthening; (4) diffusion of innovation strategies have not been validated; (5) information about exemplary programs is not valid or reliable; (6) methods of conceptualizing and measuring the impact of R&D based information have not been developed; (7) the issue of selective versus comprehensive information systems needs resolution; and (8) the roles and relationships of public and private agencies active in dissemination and utilization need clarification. (CSS).

ED 164 885 CE 019 103

Anderson, Robert Rozansky, Rosa D.

The Impact of CETA on Institutional Vocational Education. Case Studies and Final Report, 1977.

National League of Cities, Washington, D.C. United States Conference of Mayors, Washington, D. C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—77

Contract—300-75-0340

Note—85p.; For related documents see ED 134 792 and ED 134 793

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agency Cooperation, *Case Studies, *Program

Development, *Program Evaluation, *Vocational Education, Class Activities, Cooperative Programs, Coordination, Disadvantaged, Employment Opportunities, Employment Services, Federal Legislation, Flow Charts, Job Skills, Job Training, Labor Force Development, Labor Needs, Program Budgeting, State Aid

Identifiers—Comprehensive Employment and Training Act, Education Act 1976 Title II, Illinois (Chicago), Pennsylvania (Erie), Virginia

This final report summarizes the findings of the National League of Cities and U.S. Conference of Mayors concerning CETA funded programs. It also examines three case studies in Chicago; Erie, Pennsylvania; and the Virginia Peninsula. The report discusses the need for cooperation between CETA and the vocational education system. Characteristics of good skill training are outlined as well as difficulties in developing CETA programs. Ways in which Title II of the Educational Act of 1976 aid CETA program development are examined. In the Chicago case study, funding of CETA programs is explained in great detail. A flow chart illustrates Chicago's Title I CETA program, including employment services and opportunities in 1977. Much discussion is given here to classroom training. Mention is made of state funding's involvement and how Chicago's program is coordinated. The Erie and Virginia Peninsula studies cover in less detail the same areas as the Chicago study. Flow charts of Erie's Office of Manpower Services and the route taken by a prospective CETA client are included. The Virginia Peninsula study contains flow charts of the peninsula's office of manpower programs organization and the manpower service delivery system. Appended are Chicago's Acceptable Occupations list and Erie's skill needs survey of manufacturing. (CT).

ED 164 886 CE 019 105

Halmes, Ellen Sawatzky, Joyce

Vocational Home Economics Education. Needle Trades.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center

Pub Date—78

Available from—Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Needle Trades, *Occupational Home Economics, *Sewing Instruction, Adult Vocational Education, Behavioral Objectives, Curriculum Guides, Equipment Maintenance, Job Skills, Learning Activities, Secondary Education, Worksheets

This instructional package, designed for use in secondary and adult education, focuses on the vocational area of needle trades. Section A of this document contains three units of instruction; "Securing a Job," "Career Success," and "The Free Enterprise System'. Section B contains four units on sewn products operations: "Sewing Machine Maintenance and Safety," "Needle Trade Techniques," "Cutting Room Operations," and "Quality Control, Pressing, and Shaping'. Each unit includes the following elements: unit goals and student performance objectives, suggested teacher activities, information sheets (lesson content, illustrations, background information), student worksheets, worksheet answers, job sheets (procedure steps for specific job skills), transparency masters, unit references (books, magazines, etc.), unit tests, and unit test answers. (JH).

ED 164 887 CE 019 107

Woelfer, Carlyle

The Articulation of Occupational Education Programs between Secondary Schools and Community Colleges/Technical Institutes Project, 1 September 1974-31 Jul 1978. Final Report.

North Carolina State Dept. of Community Colleges, Raleigh. Office of Program Improvement. North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Articulation Education, *Postsecondary Education, *Secondary Education, *Vocational Education, Administrative Policy, Auto Mechanics, Business Education, College School Cooperation, Community Colleges, Cooperative Planning, Cooperative Programs, Coordination, Course Objectives, Curriculum Guides, Drafting, Models, State Departments of Education, State Programs, Task Analysis, Technical Institutes

Identifiers—North Carolina, North Carolina (Duplin County)

The purpose of this project was to develop a comprehensive model plan for the articulation of public high school vocational education programs with the occupational education programs of the community colleges/technical institutes in Duplin County, North Carolina. Such a plan would serve also as a guide for articulation efforts throughout the state. Project procedures were divided into two phases. Phase I included the orientation and preparation of project participants relative to articulation concepts; the finalizing of a plan of action; the development of policies and procedures; the organization of local area joint advisory and program committees that would be used in the development of the materials; the development of job task inventories and state pilot model instruction objectives guides; application of articulation procedures; and the development of an articulation policies and procedures guide. During phase II a set of three "State Pilot Model" instructional objective guides were developed in automotive mechanics, executive secretary/business education, and drafting. A "State Pilot Model" articulation policies and procedures guide was also developed. For those programs commonly taught by numerous institutions throughout the state, it was concluded that a better quality articulated vocational/occupational education program can be developed with less cost and effort by a joint state occupational advisory and program committee than can be done at the local level. (Also available are a Policies and Procedures Guide (CE 019 108) and Instructional Objectives Guides (CE 019 109-111).) (JH).

ED 164 888 CE 019 108

Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).

North Carolina State Dept. of Community Colleges, Raleigh. Office of Program Improvement. North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Administrative Policy, *Articulation Education, *Postsecondary Education, *Program Administration, *Secondary Education, *Vocational Education, Administrator Guides, Advisory Committees, Community Colleges, Cooperative Programs, Coordination, Course Objectives, Credits, Models, Standards, State Programs, Technical Institutes, Transfer of Training

Identifiers—North Carolina

Policies and procedures for the implementation of five concepts as steps in the articulation of vocational education programs are presented. Part I of the document provides an introduction to the project and guide development. Part II, organized into six sections, contains the implementation procedures. The first section, "Implementation of Concept I" (policy guidance, communication, and support) includes the areas of area vocational/occupational education advisory committee, institutional visitations by teachers and students, and local area guidance counselors. The second section discusses administrative policies related to articulation, e.g. advanced credit to occupational qualifications, credit for work or military experience, and resource sharing. Implementation of Concept II (standardized instructional content) is presented in section 3. Topics covered include method of developing task inventories, the instructional objectives guides, and development of an instructional block. Section 4 discusses the implementation of concept III (performance standards), including development and recording of performance standards and standardized performance standard references. Section 5 discusses the implementation of concept IV (advisory committees), including purpose of local area advisory and program committee and occupa-

tional advisor functions. The concluding section presents the implementation of concept V (evolution, recognition of job qualifications, and awarding of advanced status credits). The appendixes comprise a major portion of the document and include sample format and content of the instructional objectives guides. Also available are the Project Report (CE 019 108) and Instructional Objective Guides (CE 019 109-111). (JH).

ED 164 889 CE 019 109

North Carolina Articulated Instructional Objectives Guide for Executive Secretary/Business Education (State Pilot Model).

North Carolina State Dept. of Community Colleges, Raleigh. North Carolina State Dept. of Public Instruction, Raleigh

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Business Education, *Course Objectives, *Postsecondary Education, *Secondary Education, *Secretaries, *Vocational Education, Articulation Education, Behavioral Objectives, Community Colleges, Curriculum Development, Curriculum Guides, Models, Performance Criteria, State Programs, Task Analysis, Technical Institutes

Identifiers—North Carolina, North Carolina (Duplin County)

This articulation instructional objective guide for executive secretary/business education contains summary information on sixteen blocks (courses) of instruction. They are the following: introduction to business, business mathematics, personal development, typing—beginning, records management, business machine—calculating, business machines—reproduction, typing—advanced, shorthand, accounting—basic, office procedures, data processing—concepts and control, machine transcription, word processing, office management, and business law 1. Information for the instructional blocks include these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also included are recommended academic subjects for community college/technical institute secretary programs and high school business education programs, and job-task listing for executive secretary. Also available are the Project Report (CE 019 107), Policy and Procedures Guide (CE 019 108), and Instructional Objective Guides (CE 019 110 and 111). (JH).

ED 164 890 CE 019 110

A State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Drafting (Graphic Communications). Part I—Basic. Part II—Specialty Programs. Section A (Mechanical Drafting and Design). Section B (Architectural Drafting and Design).

North Carolina State Dept. of Community Colleges, Raleigh. North Carolina State Dept. of Public Instruction, Raleigh

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Architectural Drafting, *Articulation Education, *Course Objectives, *Graphic Arts, *Postsecondary Education, *Secondary Education, *Vocational Education, Behavioral Objectives, Community Colleges, Cooperative Programs, Coordination, Curriculum Development, Curriculum Guides, Performance Criteria, Task Analysis, Technical Institutes

Identifiers—North Carolina

A two-part articulation instructional objective guide for drafting (graphic communications) is provided. Part I contains summary information on seven blocks (courses) of instruction. They are as follow: introduction; basic technical drafting; problem solving in graphics; reproduction processes; freehand drawing and sketching; graphics composition; and lettering. Part II includes two sections: section A, mechanical drafting and design; and section B, architectural drafting and design. Topics included in section A are technical drafting (tolerances, dimensions, threads), descriptive geometry, and design drafting (working drawings, motion transfer, printed circuits). Topics in section B include methods of construction, site survey, and construction estimation. Information for the instructional blocks generally includes these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also available are the Project Report (CE 019 107), Policy and Procedures Guide (CE 019 108) and Instructional Objectives Guides (CE 019 109 and 111). (JH).

ED 164 891 CE 019 111

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).

North Carolina State Dept. of Community Colleges, Raleigh. North Carolina State Dept. of Public Instruction, Raleigh

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Articulation Education, *Auto Mechanics, *Course Objectives, *Postsecondary Education, *Secondary Education, *Vocational Education. Behavioral Objectives, Community Colleges, Cooperative Programs, Coordination, Curriculum Development, Curriculum Guides, Performance Criteria, Task Analysis, Technical Institutes

Identifiers—North Carolina, North Carolina (Duplin County)

This articulation instructional objective guide for automotive mechanics contains summary information on fifteen blocks (courses) of instruction. They are introduction to automotive technology; lubrication and vehicle operating maintenance; cooling system maintenance and repair; automobile heater maintenance and repair; braking system maintenance and repair; fuel system, maintenance and repair; steering and front-end maintenance and repair; drive train with manual transmission maintenance and repair; engine maintenance, repair, and overhaul; automobile heater and air conditioner maintenance and repair; automatic transmission maintenance and repair; electrical systems maintenance and repair; automotive servicing; automotive cooperative training; and automotive emissions control. Information for the instructional blocks include these elements: list of job tasks, course description, instructional hours, instructional objectives, skills and related technical information to be taught, performance standards, standardized performance test items, and equipment requirements. Also included are recommended academic subjects for high school and community college/technical institute auto mechanics curriculum and job task listing for auto mechanics. Also available are the Final Report (CE 019 107), Policy and Procedures Guide (CE 019 108), and Instructional Objectives Guides (CE 019 109-110). (JH).

ED 164 892 CE 019 129

National Apprenticeship and Training Standards for Vending Machine Mechanics.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Apprenticeships, *Job Skills, *Job Training, *Machine Repairers, *Standards, *Vending Machines, Employment Experience, Employment Qualifications, Mechanical Skills, National Programs, Program Content, Program Descriptions, Wages

This booklet contains national standards for apprentices in vending machine mechanics. The main topic of the booklet, Provisions of Standards, includes the following: definitions of terms used in the booklet, apprenticeship qualifications, a statement on equal opportunity employment, explanation of probation, hours of work, credit for previous experience, safety and health training, responsibilities of apprentices, related instruction, ratio of apprentices to journeymen, apprenticeship agreement, continuity of employment, resolving training problems, certificate of completion, local apprenticeship and training committee, consultants to the committee, registration information, apprentice wages, and modification of standards. Appendix A, work processes, lists the specific training skills

that will be taught and how many hours will be spent on each for level 2 and 3 apprentices. Appendix B explains the recommended minimum apprentice wage scale. Sample agreements for apprentice and employer and for apprentice and joint apprenticeship committee are shown. Addresses are included for Bureau of Apprenticeship and Training Regional Offices and for the State and Territorial Apprenticeship Agencies. (CT).

ED 164 912 CE 019 211

List of State-Administered Research and Development Projects in Vocational Education. Supported under Section 131(b) of Part C of the Vocational Education Amendments of 1968. Fiscal Year 1975.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration

Pub Date—75

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Research Projects, *Vocational Education, Federal Legislation, State Programs

Identifiers—United States, Vocational Education Amendments 1968

The state vocational education projects listed here were supported during fiscal year (FY) 1975 through grants and contracts funded under the Vocational Education Amendments of 1968. This listing, arranged alphabetically by states, includes the following FY 1975 information for each state: the total fund allotment; the total funds obligated for grants and contracts; and, for each funded project, the funds obligated, the name of the grantee or contractor, and the project title. (EM).

ED 164 913 CE 019 216

Briscoe, Melissa

Development and Field Testing of Individualized and Modularized Instructional Materials for Vocational Education. Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007603816

Note—169p. ; Not available in hard copy due to light print in the original document

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Education, *Learning Modules, *Material Development. *Vocational Education, Administrator Guides, Auto Mechanics, Court Reporters, Educational Media, Field Studies, Grounds Keepers, Needle Trades, Program Evaluation, Refrigeration Mechanics

Identifiers—Kentucky

The project reported here was done in Kentucky to develop, field test, evaluate, and revise 300 competency-based vocational education (CBVE) instructional modules in five occupational areas. These areas are automobile mechanics, air-conditioning and refrigeration, court and conference reporter, alterationist, and gardening and groundskeeping. This report begins with a brief description of the project rationale, goals, procedures, and results. Then follows an extensive appendix which comprises most of the report. The appendix begins with a management handbook for the production of vocational education modules, which covers module development, field testing (includes observation record form), revision (includes module evaluation form), payment procedures, and reporting procedures. Next is a list, by occupational area, of the modules and slide/tape presentations developed during the project. The remainder of the appendix contains a list of module writers, workshop agendas for module production, a list of field test teachers, and workshop agendas for field test teachers. The final portion of this report is comprised of supplements and includes a list of inservice education modules, a handbook for the development of vocational education modules, and a list of brochures explaining Kentucky CBVE. (EM).

ED 164 914 CE 019 221

Dahl, Peter R. Lipe, Dewey

Overcoming Barriers to Mainstreaming: A Problem-Solving Approach. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Report No.—AIR-FR-60800-7/78

Pub Date—78

Contract—G007604705

Note—93p. ; Italicized print appearing in Appendix F will not reproduce well

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Handicapped Students, *Mainstreaming, *Problem Solving, *Vocational Education, Ability Identification, Access to Education, Advisory Committees, Architectural Barriers, Attitude Change, Curriculum Development, Employment Qualifications, Information Dissemination, Job Placement, Job Skills, Mental Retardation, Physical Disabilities, Postsecondary Education, Secondary Education, Specialists, Student Rights, Surveys, Work Environment

The overall objective of this project was to produce a guidebook to help vocational educators gain skills in working with handicapped students in regular classrooms. The first step in the project was to assess barriers and identify ways to overcome them. Barriers were classified into the following categories: attitudinal, architectural, work environment, placement, and barriers to curriculum modification. Difficulties within categories were identified by a literature review, an advisory panel, vocational and special educators, and others concerned with handicapped training and placement. The second step of the project was to prepare a guidebook acceptable to the vocational education community. The guidebook which identified and described practical ways to overcome barriers was reviewed and critiqued by an advisory panel and special and vocational educators not previously involved in the project. The guidebook was revised accordingly. Step 3 involved the dissemination of the guidebook through a commercial publishing company. (Appendixes include project abstract, meeting topics, synopsis of current information, forms to list problem areas and resources, sample completed survey form, telephone guide and recording form, prospectus and list of publishers, flyer describing the guidebook, list of interested publishers, and publication contract.) (Author/CSS).

ED 164 915 CE 019 229

Career Decision-Making Program. Final Report.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-4506-9/78-FR

Pub Date—78

Contract—NE-C-00-3-0093

Note—33p. ; For related documents see CE 019 231-241 ; Report prepared by the Div. of Career Guidance ; Appendix A may be marginally legible

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (For prices of individual pieces, subsets, and entire unit see the brochure included as Appendix A) Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Guidance, *Curriculum Development, *Decision Making, *Management Information Systems, Career Exploration, Career Planning, Field Studies, Guidance Programs, Information Dissemination, Program Design, Program Development, Program Evaluation, Resources, Secondary Education

Identifiers—Career Decision Making Program

The Career Decision-Making Program (CDM) for secondary school students consists of approximately fifty individual products which can be used as a semester course, a six-to-eight-week exploratory course, independent units, or outside of the CDM program in other career guidance activities. The CDM program has two components: (1) the Exploring Career Decision-Making (ECDM) curriculum materials and (2) the Career Information System (CIS), a comprehensive organization and management system for career information resources. The fifteen ECDM curriculum units were designed to assist students in the development of career planning and decision-making skills through a group process for individualized career exploration. Each unit is self-contained and employs a variety of materials and techniques, including filmstrips, worksheets, and hands-on activities. Utilization

guides were also developed for the teacher/counselor conducting the units. The CIS component and the ECDM materials were field tested as a total unit at thirty-eight sites within sixteen states. Overall, evaluations were favorable, and revisions were made to implement the suggestions made by users during the field testing. (This document contains the final report and provides a description of CDM program development, model design, product development, field testing, evaluation plan, dissemination, and the revision of the 'Dictionary of Occupational Titles'. The ECDM materials are available in ERIC as CE 019 231-232; the CIS materials, CE 019 233-240; and a guide to related filmstrips, CE 019 241.) (BM).

ED 164 916 CE 019 231

(AEL Career Decision-Making Program). Exploring Career Decision-Making. Teacher Edition. First Edition.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5802

Pub Date—78

Contract—NE-C-00-3-0093

Note—797p. ; For related documents see CE 019 229 and CE 019 232-241 ; Report prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-726-9, $19.95) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF05 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Guidance, *Decision Making, *Learning Activities, *Units of Study, Career Exploration, Career Planning, Economic Factors, Environmental Influences, Individual Development, Management Information Systems, Occupational Information, Secondary Education, Social Influences, Teaching Guides

Identifiers—Career Decision Making Program

The Career Decision-Making (CDM) Program consists of two components: the Exploring Career Decision-Making (ECDM) curriculum materials and the supportive Career Information System (CIS). (See CE 019 229 for a description of the total CDM program.) This document contains the teacher's guide to the ECDM materials, which represent fifteen career guidance units. The units are sequenced to provide a career exploration and decision-making course for secondary school students. In the text, the units are designed as a semester course with students meeting five periods a week; however, selected units may be used for a shorter course or independent units. The first four units focus on career decision-making, self-exploration, and occupational exploration. These units introduce the basic skills that students will use throughout the program. Units 5-10 use the Career Information System components (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on career decisions. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans and tentative occupational choices. Each unit contains an introduction, a unit overview, a list of key terms, major concepts, activities related to each concept, and a summary. Specific instructions for the teacher are included in the margins. An activity booklet, CE 019 232, contains charts, graphs, checklists, etc. that accompany many of the activities in the text. (BM).

ED 164 917 CE 019 232

AEL Career Decision-Making Program. Activities for Exploring Career Decision-Making.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5803

Pub Date—78

Contract—NE-C-00-3-0093

Note—56p. ; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-727-7, $8.50 for package of ten) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Guidance, *Decision Making, *Instructional Materials, *Learning Activities, Career Exploration, Career Planning, Check Lists, Economic Factors, Environmental Influences, Individual Development, Occupational Information, Records Forms, Secondary Education, Social Influences

Identifiers—Career Decision Making Program

This activity book contains charts and checklists to be used in conjunction with the Career Decision-Making (CDM) program text, CE 019 231. (See CE 019 229 for an overview of the total CDM program.) The text contains fifteen units which are sequenced to provide a career exploration and decision-making course for secondary school students. The first four units focus on the central program concepts of career decision-making, self-exploration, and occupational exploration. These units introduce basic skills that students will use throughout the program. Units 5-10 use the Career Information System component (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on careers. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices. (BM).

ED 164 918 CE 019 233

AEL Career Decision-Making Program. Career Information System Professional Manual. First Edition.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5806

Pub Date—78

Contract—NE-C-00-3-0093

Note—112p. ; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN-87345-745-5, $12.00) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Guidelines, *Information Storage, *Management Information Systems, *Program Development, Career Exploration, Career Guidance, Career Planning, Decision Making, Guidance Programs, Guides, Occupational Information, Organization, Resources, Secondary Education

Identifiers—Career Decision Making Program

Designed for teachers and counselors, this professional manual provides detailed information for utilizing access materials and setting up the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (See CE 019 229 for a description of the total CDM program.) The first section of this manual provides an overview of the CIS component. The second section contains detailed instructions for installing and maintaining the CIS in a variety of settings. (A companion document, CE 019 234, contains a file content notebook utilized in the installation of the CIS component.) This section also contains three attachments: materials and equipment list; career area-worker trait group list; and worker trait group index to commercial briefs. Finally, the third section provides utilization guides for the following CIS materials: (1) Individualized Activities for Career Exploration; (2) Work Activities Checklist; (3) Work Situations Checklist; (4) Aptitudes Checklist (CE 019 235); (5) School Subject-Worker Trait Group Chart and School Subject-Occupation Index (CE 019 240); and (6) Worker Trait Group Keysort Deck (CE 019 236). (BM).

ED 164 919 CE 019 234

AEL Career Decision-Making Program. Worker Trait Group File Content Notebook.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5808

Pub Date—78

Contract—NE-C-00-3-0093

Note—86p. ; For related documents see CE 019 229 and CE 019 231-

241 ; Program prepared by the Div. of Career Guidance
Available from—McKnight Publishing Company, Bloomington, Illinois 61701 ($19.95) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Indexes, *Information Storage, *Management Information Systems, *Occupational Information, *Resources, Career Education, Career Guidance, Career Planning, Decision Making, Guidance Programs, Records Forms, Reference Materials
Identifiers—Career Decision Making Program, Dictionary of Occupational Titles

The Career Information System File is utilized in the organization and management procedures of the Career Information System (CIS) component of the Career Decision-Making (CDM) Program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM Program.) The twelve career areas and worker trait groups used to organize and index career information resources in CIS are based upon the Area-Group structure of the "Dictionary of Occupational Titles" (DOT), Fourth Edition. This file content notebook is used as a worker trait group (WTG) index to all DOT main titles of materials stored in the WTG vertical file. The notebook has a divider for each of the twelve areas and sixty-six worker trait groups. As material is processed into the system, the DOT main titles can be entered on the preprinted forms behind the appropriate WTG divider. Then a tally mark can be made to show how many pieces of information are in the file for a particular DOT main title. Specific procedures for developing the file content notebook are found in the CIS professional manual, CE 019 233. (BM).

ED 164 920 CE 019 235

AEL Career Decision-Making Program. Individualized Activities for Career Exploration. Work Activities Checklist; Work Situations Checklist; Aptitudes Checklist.
Appalachia Educational Lab. Charleston, W. Va
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group
Report No.—AEL-5811; AEL-5812; AEL-5813; AEL-5816
Pub Date—78
Contract—NE-C-00-3-0093
Note—43p. ; For related documents see CE 019 229 and CE 019 231-241 ; Program prepared by the Div. of Career Guidance
Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-744-7, $6.50 for package of ten; each checklist available in packages of thirty-two for $2.80) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Exploration, *Check Lists, *Decision Making, *Learning Activities, *Occupational Information, Career Education, Career Guidance, Career Planning, Guidance Programs, Independent Study, Individual Development, Management Information Systems, Resources, Secondary Education
Identifiers—Career Decision Making Program

The activities in this booklet are designed to help students achieve the following objectives: (1) learn as much as possible about the world of work; (2) learn as much as possible about themselves; (3) develop the skill to make sound educational and vocational decisions; and (4) accept responsibility for making their own career decisions. This booklet is part of a set of materials which make up the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) Thirteen activities are included in this booklet and focus on the following topics: goal identification, career information, and career exploration. Several charts are included for graphing student responses. Three forms are appended: Work Situations Checklist, Work Activities Checklist; and Aptitudes Checklist. (Counselor and teacher instructions for using the activity booklet and appended checklists are included in CE 019 233. A student's guide also accompanies this document—see CE 019 239.) (BM).

ED 164 921 CE 019 236

AEL Career Decision-Making Program. Worker Trait Group Keysort Deck.
Appalachia Educational Lab. Charleston, W. Va
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group
Report No.—AEL-5817
Pub Date—78
Contract—NE-C-00-3-0093
Note—68p. ; For related documents see CE 019 229 and CE 019 231-241 ; Materials prepared by the Div. of Career Guidance
Available from—McKnight Publishing Company, Bloomington, Illinois 61701 ($45.00) Pub Type—Non-Print Media (100)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Information Retrieval, *Management Information Systems, *Occupational Information, *Reference Materials, *Student Characteristics, Career Education, Career Exploration, Career Guidance, Career Planning, Decision Making, Employment Qualifications, Guidance Programs, Resources, Secondary Education
Identifiers—Career Decision Making Program, Keysort Decks

This Worker Trait Group Keysort Deck accompanies the reference and instructional materials found in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (Directions for the use of the keysort deck are found in the CIS professional manual, CE 019 233, and the CIS student guide, CE 019 239. A full description of the CDM program is found in CE 019 229.) This keysort deck may be used to identify Worker Trait Groups related to students' interests, abilities, and other personal characteristics. Students sort the cards on the basis of these characteristics, using the following sorting factors: Work Activities, Work Situation, General Educational Development, Preparation, and Physical Demands. The title, the number, and a brief description of the Worker Trait Group are printed on each card, as well as a listing of occupational subgroup examples. (BM).

ED 164 922 CE 019 237

AEL Career Decision-Making Program. Worker Trait Group Guide. First Edition.
Appalachia Educational Lab. Charleston, W. Va
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group
Report No.—AEL-5805
Pub Date—78
Contract—NE-C-00-3-0093
Note—446p. ; For related documents see CE 019 229 and CE 019 231-241 ; Guide prepared by the Div. of Career Guidance
Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-739-0, $11.95) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Employment Qualifications, *Management Information Systems, *Occupational Clusters, *Occupational Information, *Vocational Interests, Career Education, Career Exploration, Guidance Programs, Reference Materials, Secondary Education
Identifiers—Career Decision Making Program

This Worker Trait Group Guide was designed for students as a basic reference in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This guide contains descriptive information about twelve broad areas and sixty-six groups of occupations. The twelve areas are related to general work interests of people; the sixty-six groups are divisions of the twelve areas and represent clusters of occupations requiring similar worker characteristics, hence the title, Worker Trait Groups (WTG). The twelve WTG areas are the following: artistic, scientific, nature, authority, mechanical, industrial, business detail, persuasive, accommodating, humanitarian, social/business, and physical performing. Each worker trait group is divided into three parts: a description of the group; a list of worker qualifications; and a list of occupations in the group. Nine appendixes are provided to help the student better utilize the qualifications profile section in each Worker Trait Group. (A professional manual, CE 019 233, and student's guide, CE 019 239, explain how this document is used in conjunction with other materials in the CDM Career Information System component.) (BM).

ED 164 923 CE 019 238

AEL Career Decision-Making Program. (Worker Trait Group Index to Occupational Information:) Worker Trait Group Index to the Encyclopedia of Careers; Worker Trait Group Index to the Occupational Outlook Handbook.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5825; AEL-5826

Pub Date—78

Contract—NE-C-00-3-0093

Note—52p. ; For related documents see CE 019 229 and CE 231-241

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Indexes, *Management Information Systems, *Occupational Clusters, *Occupational Information, *Reference Materials, Career Education, Career Exploration, Career Guidance, Career Planning, Decision Making, Guidance Programs, Information Retrieval, Secondary Education

Identifiers—Career Decision Making Program, Dictionary of Occupational Titles, Encyclopedia of Careers Volume II, Occupational Outlook Handbook

This document contains two occupational information indexes. The first index is an arrangement of the occupational titles contained in the "Occupational Outlook Handbook" (OOH). The information in this index is arranged in four columns: (1) the numbers to identify the CDM Career Area-Worker Trait Group code; (2) Worker Trait Group title, DOT title, and OOH title; (3) the nine-digit DOT classification code; and (4) the page number of the 1976-77 edition of the OOH on which information about the occupation is found. The second index is an arrangement of occupational titles contained in Volume II of the Encyclopedia of Careers (EOC). It is based on the Career Area-Worker Trait Group structure of the Career Information System component of the Career Decision-Making (CDM) Program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This Career Area-Worker Trait Group structure is similar to the Area/Group structure of the Supplement to the Dictionary of Occupational Titles (DOT), Fourth Edition. The index itself is arranged in five columns: (1) numbers identifying the CDM Career Area-Worker Trait Group code; (2) Worker Trait Group title, DOT title, and EOC title; (3) the nine-digit DOT classification code; (4) the page number of the 1975 edition of the EOC on which information about the occupation is found; and (5) the page number of the 1972 edition of the EOC on which information about the occupation is found. (See CE 019 237 for a full discussion of the CDM Career Area-Worker Trait Group classification system.) (BM).

ED 164 924 CE 019 239

AEL Career Decision-Making Program. Career Information System Guide. First Edition.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5810

Pub Date—78

Contract—NE-C-00-3-0093

Note—81p. ; For related documents see CE 019 229 and CE 019 231-241 ; Guide prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN: 87345-740-4, $4.50) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Guidelines, *Information Retrieval, *Management Information Systems, *Occupational Information, *Reference Materials, Aptitude, Career Education, Career Guidance, Career Planning, Decision Making, Guidance Programs, Secondary Education, Secondary School Curriculum

Identifiers—Career Decision Making Program

This document is designed to assist students in utilizing the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by the Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) Students can use this guide to follow orientation sessions, complete checklists, and use the other CIS component materials (CE 019 233-240). The guide is divided into the following sections: (1) Touring the Career Information System; (2) Worker Trait Group Digest; (3) Work Activity Descriptions; (4) Work Activity-Worker Trait Group Index; (5) Work Situation Descriptions; (6) Work Situation-Worker Trait Group Index; (7) School Subjects; (8) Aptitudes; (9) Aptitude-Worker Trait Group Index; and (10) Worker Trait Group Keysort Deck Instructions. (BM).

ED 164 925 CE 019 240

AEL Career Decision-Making Program. School Subject-Occupation Index. First Edition.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5809

Pub Date—78

Contract—NE-C-00-3-0093

Note—216p. ; For related documents see CE 019 229 and CE 019 231-241; Index prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (SBN; 87345-743-9, $4.95) Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Planning, *Indexes, *Management Information Systems, *Occupational Information, *Occupations, *Secondary School Curriculum. Career Education, Career Exploration, Career Guidance, Decision Making, Guidance Programs, Secondary Education

Identifiers—Career Decision Making Program

This School Subject-Occupation Index is part of a set of reference materials found in the Career Information System (CIS) component of the Career Decision-Making (CDM) program developed by Appalachia Educational Laboratory. (See CE 019 229 for an overview of the total CDM program.) This index was designed to relate Worker Trait Groups (WTG)and occupations to school subjects. It can be used to assist students in career exploration and planning or to assist teachers in relating information about the world of work and occupations to the courses they are teaching. The index has three main parts. Part I, the School Subject-Worker Trait Group Chart, quickly identifies school subjects and WTG's that are related. Part II of the index is divided into fifty-six sections, one for each school subject; each section describes the subject, lists the related occupations by WTG, and identifies the specific subject and occupational relationship. Part III contains a listing of the Worker Trait Groups; the occupations related to each WTG are listed in alphabetical order with their industry designation abbreviations in parentheses. (A professional manual, CE 019 233, and a student's guide, CE 019 239, explain the uses of this index in conjunction with other CDM materials.) (BM).

ED 164 926 CE 019 241

AEL Career Decision-Making Program. Career Guidance Filmstrip Guide. First Edition.

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Report No.—AEL-5821

Pub Date—77

Contract—NE-C-00-3-0093

Note—45p. ; For related documents see CE 019 229 and CE 019 231-240 ; Guide prepared by the Div. of Career Guidance

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Filmstrips, *Magnetic Tape Cassettes, *Program Descriptions, *Teaching Methods, Career Exploration, Career Guidance, Career Planning, Decision Making, Management Information Systems, Secondary Education, Teaching Guides

Identifiers—Career Decision Making Program

This document provides a description and discussion guide for each of the filmstrips developed to accompany the Career Decision-Making (CDM) program developed by the Appalachia Educational

Laboratory. (See CE 019 229 for an overview of the total CDM program.) The following filmstrips and cassettes are listed: "Career Goals"; "Creating a Career"; "Decision-Making"; "Sequences in Self-Exploration"; "Self-Exploration: Who Will I Be? "; "Introduction to the Career Information System"; "Using the Career Information System"; "Examining Your Interests"; "Work Activities"; "Work Situations"; "Credentials and Competencies: Get Ready, Get Set, Go. "; "What Are Aptitudes? "; "Learning about Your Aptitudes"; "Working Conditions and Physical Demands"; "Work Experiences"; "Economic Influences"; "Social Influences"; "Sounds of Work" (cassette only); and "What Is My Occupation'? (cassette only). (Also available in ERIC are the CDM curriculum materials, CE 019 231-232, and the Career Information System materials, CE 019 233-240.) (BM).

ED 164 936 CE 019 464

Kim, Jin Eun

Diffusion of the Cost-Effectiveness Analysis System for Improving Secondary Vocational Program Management. A Conceptual Framework and a Statewide Conference. Technical Report.

Indiana Univ. Bloomington. Dept. of Vocational Education

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Contract—SBVTE-6-77-D-12

Note—112p. ; Not available in hard copy due to light print; For related documents see ED 130 081-083

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cost Effectiveness, *Educational Change, *Information Dissemination, *Program Improvement, *Systems Development, *Vocational Education, Budgeting, Conceptual Schemes, Conferences, Diffusion, Problem Solving, Program Effectiveness, Secondary Education, Vocational Directors

A project was developed to improve vocational administrators' program management skills through diffusion of the cost-effectiveness analysis system which was developed at Indiana University-Bloomington. Specific objectives were (1) to summarize the cost-effectiveness analysis system, (2) to develop a conceptual framework for the system's diffusion and adoption, and (3) to conduct a statewide conference on cost-effectiveness analysis of secondary vocational programs. Based on a literature review, the educational change process was conceptualized as a problem-solving process; a research, development and diffusion process; and a social interaction process. A conceptual framework was developed for the diffusion and adoption of the cost-effectiveness analysis system. The conceptual framework for the diffusion and adoption of the cost-effectiveness analysis system will be useful in developing strategies for diffusion of the research and development products and in evaluating their impacts on educational change. In system diffusion some available methods were utilized and a statewide conference was conducted for Indiana vocational administrators. The statewide conference proved to be valuable in increasing vocational administrators' understanding of the system and in gaining support for its adoption. The conference's activities constitute the foundation of a national priority training workshop. (Author/CSS).

ED 164 937 CE 019 471

Wells, Frances

Operate a 10-Key Adding Machine with My Left Hand? Sure. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—76p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Banking, *Equipment Utilization, *Office Machines, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education, Worksheets

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 70 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on using the 10-key adding machine with the left hand. (This module is the first in a set of eight on banktelling, (CE 019 471-478).) The student materials include twelve learning activities (with answer keys) on addition, subtraction, subtraction with credit balance, subtotals, non-add key, multiplication, percentages, and division. The instructor's manual includes information on using the module, answer keys for the learning activities, a pre- and posttest (with answer keys), and a color coded poster illustrating the machine parts. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 938 CE 019 472

Horton, Mary

Handling Deposits. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—89p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Banking, *Money Management, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Records Forms, Secondary Education

Identifiers—Deposits, Vocational Technical Education Consortium States

Supporting performance objectives 14, 52-55, and 62 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on handling deposits. (This module is the second in a set of eight on banktelling, (CE 019 471-478).) The student materials include six learning activities, self checks (with answer keys), instructor's checklists, a pre- and posttest, and sample deposit forms. The instructor's manual includes information on using the modules, answers keys to the pre- and posttests, and material to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 939 CE 019 473

McElveen, Peggy

Checks, Checks, Checks. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—140p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to ac-

company this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Banking, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Money Management, Secondary Education, Worksheets

Identifiers—Checks, Vocational Technical Education Consortium States

Supporting performance objectives 42, 47, 57, 58, and 61 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on issuing and cashing checks, and ordering personal checks. (This module is the third in a set of eight on banktelling (CE 019 471-478).) The student materials include four learning activities with seven student self checks (with answer keys), five practice tests, and a pre- and posttest. The instructor's manual includes copies of forms to be duplicated (e. g. cashier's check, personal check, deposit ticket, and simulated money), narratives for four filmstrips to be used with the module, and answer keys to the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 940 CE 019 474

Itter, Pat

Processing Coins. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—35p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Banking, *Money Management, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 17, 23, 24, and 27 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on processing coins. (This module is the fourth in a set of eight on banktelling (CE 019 471-478).) The student materials include four learning activities, a pre- and posttest, three student self checks, and an instructor's check list. The instructor's manual includes copies of the materials used in the student manual and a script for a filmstrip presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 941 CE 019 475

Albert, Linda F.

Sorting, Stacking, and Strapping Currency. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—85p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed Lo accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Banking, *Money Management, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 18, 25, 26, 30, 31 and 32 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on sorting, stacking and strapping currency. (This module is the fifth in a set of eight on banktelling (CE 019 471-478).) The student materials include six learning activities, a performance pre- and posttest, six student self checks, an instructor's checklist, and an objective posttest. The instructor's manual includes instructions for using the module, answer key to the objective test, and sheets of simulated currency and currency straps to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 942 CE 019 476

Cliatt, Katherine

Examining Checks for Acceptability. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—25p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Banking, *Money Management, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Checks, Vocational Technical Education Consortium States

Supporting performance objective 12 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on examining checks for acceptability. (This module is the sixth in a set of eight on banktelling (CE 019 471-478).) The student materials include a pre- and posttest, two learning activities, and a student self check (with answer key). The instructor's manual includes an answer key to the pre- and posttest and simulated checks to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 943 CE 019 477

Cliatt, Katherine

Inspecting Customer's Identification. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—22p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Banking, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 19 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on inspecting customer identification. (This module is the seventh in a set of eight on banktelling (CE 019 471-478).) The student materials include a pre- and posttest, two learning activities, and a student self check (with answer key). The instructor's manual includes an answer key to the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 944 CE 019 478

Cliatt, Katherine

Cashing Checks. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—46p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Banking, *Money Management, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education, Worksheets

Identifiers—Checks, Vocational Technical Education Consortium States

Supporting performance objectives 39 and 40 of the V-TECS (Vocational-Technical Education Consortium of States) Paying and Receiving Bankteller Catalog, this module includes both a set of student materials and an instructor's manual on cashing checks (personal). This module is the eighth in a set of eight on banktelling (CE 019 471-478).) The student materials include a pre- and posttest, instruction sheets on procedures for cashing checks, a student self check (with answer key), an instructor's checklist, and sheets of simulated coins and currency. The instructor's manual includes information on using the module, and simulated cash in-out tickets and simulated currency to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on bookkeeping (CE 019 480-489) is also available.) (JH).

ED 164 945 CE 019 480

Itter, Pat

Accounting Forms. Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—33p. ; For related documents see CE 019 471-478, CE 019 481-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Accounting, *Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective of the 16 V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, this instructor's manual contains copies of accounting forms which can be used to make spirit masters or transparencies. (This module is the first in a set of ten on bookkeeping (CE 019 480-489).) Twenty forms grouped under five areas (journals and registers, ledgers, payroll, statement paper, and miscellaneous) are provided. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 946 CE 019 481

Albert, Linda F.

Preparing the Form W-2 and the Form W-3. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—70p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Bookkeeping, *Office Occupations Education, *Payroll Records, *Taxes. Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Records Forms, Secondary Education, Task Performance

Identifiers—Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeping Catalog, both a set of student materials and an instructor's manual on preparing the forms W-2 and W-3 are included in this module. (This module is the second in a set of ten on bookkeeping (CE 019 480-489).) The student materials include information on preparing the Form W-2 and W-3, a pre- and posttest, one learning activity, sample forms of employee's earning record, sample Form W-2 and Form W-3, and an instructor's checklist. The instructor's manual includes keys to the pre- and posttest, the performance posttest, and learning activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 947 CE 019 482

Itter, Pat

Preparing Salesperson's Commission Statements. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—53p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman

Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Bookkeeping, *Office Occupations Education, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Recordkeeping, Records Forms, Secondary Education

Identifiers—Sales Commission Statements, Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeping Catalog and both a set of student materials and an instructor's manual on preparing a salesperson's commission statement are included in this module. (This module is the third in a set of ten on bookkeeping (CE 019 480-489).) The student materials include eight learning activities, a pre- and posttest, and an instructor's checklist. The instructor's manual includes answer keys to the problems presented in the module and sets of sale slips to be duplicated and used by the students in the learning activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 948 CE 019 483

Cliatt, Katherine H.

Typing Tabulated Materials. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—36p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Bookkeeping, *Office Occupations Education, *Typewriting, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 49 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on typing tabulated material are included in this module. (This module is the fourth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include pre- and posttests, information sheets on setting up tabular materials and interpreting rough drafts and proofreading symbols, two learning activities, two student checklists, and two instructor's checklists. The instructor's manual includes a key for the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 949 CE 019 484

Albert, Linda F.

Recording Discounts Allowable on Invoices. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—69p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 50 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on recording discounts allowable on invoices are included in this module. (This module is the fifth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include a pre- and posttest, learning activities, and materials for use in bookkeeping problems (e. g. invoices, checks), and student self check (with answer key). The instructor's manual includes answer keys to the pre- and posttest and the bookkeeping problems, and the script for a slide presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 950 CE 019 485

Horton, Mary

Completing Purchase Invoices. Student's Manual and Instructor's Handbook.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—41p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 51 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, this instructor's manual concerns the completing of purchase invoices. (This module is the sixth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include a pre- and posttest, three instruction sheets with learning activities; a self-checklist (with answer key), sample purchase order forms, and an instructor's checklist. The instructor's manual includes information on using the module and answer keys for the pre- and posttest. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 951 CE 019 486

Horton, Mary

Preparing Memos for Goods Returned. Student's Manual.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—78

Contract—G007603810

Note—46p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478

Available from—Vocational Education Media Center, 10 Tillman

Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education
Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 54 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, and both a set of student materials and an instructor's manual on preparing memos for goods returned are included in this module. (This module is the seventh in a set of ten on bookkeeping (CE 019 480-489).) The student materials include a pre- and posttest, four learning activities, copies of various forms (e. g. debit memo, credit memo) and two instructor's checklists. The instructor's manual includes answer keys to the pre- and posttest, various forms for duplicating (e. g. debit memorandum, journal page, and purchases returns and allowances), and a script for a slide presentation. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 952 CE 019 487

McElveen, Peggy
Completing Sales Invoices. Student's Manual and Instructor's Handbook.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Contract—G007603810
Note—48p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education
Identifiers—Vocational Technical Education Consortium States

Supporting specific performance objectives of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on completing sales invoices are included in this module. (This module is the eighth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include a pre- and posttest, three learning activities, a performance posttest, and a self check (with answer key). The instructor's manual includes answer keys to the tests, and sample invoice forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 953 CE 019 488

Cliatt, Katherine H.
Recording Accounting Entries Pertaining to Notes and Interest. Student's Manual and Instructor's Handbook.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Contract—G007603810
Note—62p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($20.00 for the complete set of bookkeeping modules; $15.00 for the two transparency sets (Recordkeeping I & II; Recording Goods Bought) designed to accompany this bookkeeping set) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Secondary Education
Identifiers—Vocational Technical Education Consortium States

Support performance objectives of the V-TECS Education Consortium of States) Bookeeper Catalog, a set of student materials and an instructor's manual on recording accounting entries pertaining to notes and interest are included in this module. (This module is the ninth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include two learning activities, three student self checks, (with answers) and pre- and posttests. The instructor's manual includes a key to the pre- and posttests and various accounting forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 471-478) is also available.) (JH).

ED 164 954 CE 019 489

McElveen, Peggy
Recording Accounting Entries Pertaining to Sales Tax. Student's Manual and Instructor's Handbook.
Clemson Univ. S.C. Vocational Education Media Center
Spons Agency—Office of Education (DHEW), Washington, D.C. South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—78
Contract—G007603810
Note—39p. ; For related documents see CE 019 472-478, CE 019 480-489, ED 155 303, and ED 155 400-478
Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, South Carolina 29631 ($42.00 for the complete set of bankteller modules; $15.50 for the two transparency sets (Recordkeeping I & II; Banking Services) designed to accompany this bankteller set) Pub Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Bookkeeping, *Office Occupations Education, *Records Forms, Behavioral Objectives, Business Education, Business Skills, Competency Based Education, Instructional Materials, Recordkeeping, Secondary Education, Taxes
Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 16 of the V-TECS (Vocational-Technical Education Consortium of States) Bookkeeper Catalog, a set of student materials and an instructor's manual on recording accounting entries pertaining to sales tax are included in this module. (This module is the tenth in a set of ten on bookkeeping (CE 019 480-489).) The student materials include a pre- and posttest, two learning activities, and a student self check (with answers). The instructor's manual includes an answer key to the tests, an instructor's check list on student performance, and accounting forms to be duplicated. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A related set of modules on banktelling (CE 019 472-478) is also available.) (JH).

ED 164 955 CE 019 494

Weinheimer, Suzanne R.
Sex Equity and Vocational Education.
California Univ. Los Angeles. Div. of Vocational Education
Spons Agency—California State Dept. of Education, Sacramento
Pub Date—78
Pub Type—Books (010)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Access to Education, *Equal Education, *Sex Discrimination, *Vocational Education, Employed Women, Employment Statistics, Equal Opportunities Jobs, Federal Legislation, Females, Inservice Teacher Education, Instructional Materials, Sex Stereotypes
Identifiers—Education Amendments 1976

This publication, compiled as a learning component for persons enrolled in a vocational education teacher education program, provides information on sex equity in vocational education and employment. The content is in nine sections. The first defines sex discrimination, bias, and stereotypes. The next section covers female participation in the work force and includes entry rates, earnings, and economic need. The third section compares the participation of women and men in vocational training programs. Federal laws pertaining to sex equity are briefly summarized in the fourth section, while the fifth compares the Education Amendments of 1972 with those of 1976. The next section presents the provisions of the Education Amendments of 1976 regarding the administration of state vocational education programs, state use of vocational education funds, and national vocation education programs. The recruitment of students into courses nontraditional to their sex is discussed in the seventh section. The last two brief sections, respectively, discuss the program planning process and provide a list of source materials. A teacher self-assessment form on sex equity and vocational education and a test on the publication's content are appended. (EM).

ED 164 960 CE 019 523

Boyer, Ernest L.

Remarks of Ernest L. Boyer, U.S. Commissioner of Education at the 1978 Convention of the American Vocational Association, Dallas, Texas, Saturday, December 2, 1978.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Dropouts, *Educational Policy, *Vocational Education, *Youth Employment, Agency Cooperation, Educational Development, Educational Responsibility, Employment Problems, Employment Programs, National Programs, Public Policy, Speeches, Unemployment, Youth, Youth Problems

Identifiers—United States

Dan Dunham, my Deputy Commissioner, and I agreed on six top priorities for occupational and adult education to guide our administration in the days ahead. First, we agreed that we must continue to expand access. Second, we must have equity of opportunity. Third, we must develop better accountability and data systems in vocational education. As a fourth priority, we must enlarge our capacity in vocational education to provide the most effective guidance. Fifth, we must have closer linkage between vocational education and the basic and life skills. Sixth, we must have a close and workable relationship between CETA (Comprehensive Employment and Training Act) programs and vocational education. We must work together to build a new kind of work/education structure to serve a generation of lost students. Today 24 percent of high school students drop out before they finish, often without jobs and essential skills. Jobs for the under-educated are scarce and often non-existent. There is a mismatch between the services we promote and the needs of those who leave school early. However, there are pieces of programs to serve their needs, such as the Work Experience and Career Exploration Program and Title I of CETA. It is time to develop a unique kind of institution to help the dropout unemployed youth. (EM).

ED 164 961 CE 019 527

Iden, George And Others

Youth Unemployment: The Outlook and Some Policy Strategies. Budget Issue Paper for Fiscal Year 1979.

Congress of the U.S. Washington, D.C. Congressional Budget Office

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Demography, *Employment Projections, *Employment Statistics, *Policy Formation, *Unemployment, *Youth Employment, Data Analysis, Educationally Disadvantaged, Employment Opportunities, Financial Policy, Government Role, Job Skills, Labor Market, Minimum Wage Legislation, Minority Groups, Racial Discrimination, Tables Data, Tax Rates, Youth Programs

Nearly one-half of all unemployed persons in the U.S. today are between the ages of sixteen and twenty-four even though that age group accounts for only one-fourth of the total labor force. Unemployment among sixteen- to nineteen-year-olds is currently more than fifteen percent, and among twenty- to twenty-four-year-olds it exceeds ten percent. The projected decline in the size of the youth population will not significantly affect youth unemployment until approximately 1980, and even then the impact will not be sudden or dramatic. At present, the unemployment rate for nonwhite teenagers is almost three times the rate for white teenagers. Racial discrimination, inadequate skills and education, location in economically depressed areas, and intensified competition as a result of the rapid influx of white teenagers and adult women into the labor market are contributing factors. Results in this study suggest that (1) monetary and fiscal policies can be used to reduce youth unemployment, as well as unemployment in general; (2) government policies established for other purposes, such as increases in the minimum wage and in payroll taxes, reduce employment opportunities for teenagers; and (3) the data presented in this study on differences in unemployment rates among subgroups of youths may be useful in targeting youth employment programs. (Statistical tables are included.) (Author/CT).

ED 164 962 CE 019 528

Comprehensive Employment and Training Act Amendments of 1978. Conference Report (To Accompany S.2570). Ninety-Fifth Congress, Second Session.

Congress of the U.S. Washington, D.C. House

Pub Date—78

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Employment Programs, *Federal Legislation, *Federal Programs, *Federal Regulation, Advisory Committees, Economically Disadvantaged, Employment Services, Job Training, Program Administration, Unemployment, Youth Employment, Youth Programs

Identifiers—Comprehensive Employment Tng Act Amendments 1978, United States

This conference report covers the Comprehensive and Employment Training Act Amendments 1978 to provide improved employment and training services. The first two-thirds of the report presents each of the eight titles comprising the amendments. Title 1 covers the administrative provisions, both organizational and general. Title 2 on comprehensive employment and training services focuses on financial assistance provisions, services for the economically disadvantaged (includes youth, older workers, and public assistance recipients), and occupational upgrading and retraining. The third title stipulates special federal responsibilities, including special national programs and activities for Native Americans, migrant workers, veterans, handicapped persons, and older workers, as well as information on efforts in research, training, and evaluation. Title 4 provides for youth programs, such as Youth Incentive Entitlement Pilot Projects, Youth Community Conservation and Improvement Projects, Youth Employment and Training Programs, Job Corps, and Summer Youth Program. Title 5 establishes the National Commission for Employment Policy, and the sixth title provides for the Countercyclical Public Service Employment Program. Title 7 covers private sector opportunities for the economically disadvantaged while the last provides for the establishment of a Young Adult Conservation Corps. The last third of the report notes the differences between the Senate bill and the House amendment and the substitute agreed to in conference. (EM).

ED 164 971 CE 019 559

The Work Incentive Program. Eighth Annual Report to the Congress on Employment and Training under Title IV of the Social Security Act, October 1, 1976-September 30, 1977.

Department of Labor, Washington, D.C.

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Ancillary Services, *Employment Services, *Job Training, *Welfare Recipients, *Work Experience Programs, Blacks, Disadvantaged, Educational Opportunities, Employed Women, Employment Experience, Employment Programs, Employment Qualifications, Federal Programs, Females, Males, Participant Characteristics, Statistical Data, Wages, Whites

Identifiers—Aid to Families with Dependent Children, United States,

Work Incentive Program

The activities presented in this Work Incentive (WIN) program report are those designed to assist the movement of employable Aid to Families with Dependent Children (AFDC) recipients from welfare to work and economic independence. The first of seven sections presents statistics on WIN programs, including (1) intake, (2) individuals employed, (3) job entries, and (4) employment programs. Section 2 reviews some statistics and reports that in 1977 over 420,000 WIN participants entered jobs or training programs. Section 3 describes the WIN AFDC relationship and the WIN population by sex, race, age, and years of school completed. For example, nearly three-fourths of WIN registrants in 1977 were women; somewhat more than half were white. The fourth section reviews the general WIN services and the particular employment, training, and supportive services. The WIN job entries and hourly entry wages are reported in section 5. Program funding is discussed in section 6. The final section focuses on the WIN research, demonstration, and evaluation efforts. For instance, 1977 research studies examined the WIN population and the best ways to provide assistance to that group. The appendix contains statistical data on WIN participants. A glossary is included. (For a related document see ED 149 046.) (CSS).

ED 164 972 CE 019 562

Matthews, Martha McCune, Shirley

An Equal Chance. A Parent's Introduction to Sex Fairness in Vocational Education.

National Foundation for the Improvement of Education, Washington, D. C. Resource Center on Sex Roles in Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-76-0426

Note—24p

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01863-2) Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Equal Education, *Parent Responsibility, *Sex Discrimination, *Vocational Education, Access to Education, Federal Legislation, Guides, Parents, School Responsibility, Sex Stereotypes

This booklet was developed to introduce parents to sex fairness in vocational education. First, it presents the pictures of two women and two men and explains why they are enrolled in their particular vocational education programs. It then asks parents to consider whether they can see their daughters and sons in occupations nontraditional to their sex. These questions are followed by some statistics regarding women's work force participation, including wages. Next, the implications of these facts for both daughters and sons are discussed. Then follows a discussion of the current enrollment of men and women in vocational education programs which are not traditional for their sex. The concluding portion of this booklet discusses the things parents can do to help their children overcome stereotyping and help schools provide equal opportunity. (EM).

ED 164 975 CE 019 619

Briggs, Norma L.

Women and the Skilled Trades. Information Series No. 132.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—42p.; For related documents see CE 019 620 and CE 019 624

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 132, $2.80) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Affirmative Action, *Apprenticeships, *Employment Statistics, *Females, *Skilled Occupations, *Vocational Education, Census Figures, Employed Women, Employment Opportunities, Employment Patterns, Employment Programs, Employment Services, Federal Programs, Job Placement, Job Training, Labor Legislation, Labor Market, Salaries, Sex Differences

Identifiers—Better Jobs for Women, Comprehensive Employment and Training Act, Information Analysis Products, Manpower Development and Training Act, Nontraditional Occupational Program for Women

The participation of women in the skilled trades increased appreciably between 1960 and 1970; however, the rate of increase was not as large as could have been expected if women had entered the skilled trades at the same rate they entered the total civilian labor market. The gap between men's and women's median earnings was greater in 1970 than in 1960, but in the skilled trades the decrease in women's earnings in proportion to men's was smaller. The participation of women in the skilled trades appears to be higher in larger companies in large metropolitan areas than it is on the average nationwide. Also, proportionately more minority women are employed in the skilled trades by such companies. Women continue to be underrepresented in both apprenticeship training programs and vocational/technical education programs for the skilled trades even though affirmative action regulations and special stimulus programs have made some gains. Women have been well represented as participants in federal government training programs; however, they have been disproportionately concentrated in programs which lead to low-paying and low-skill jobs. Government funded outreach projects for women designed to prepare and place women in pre-apprenticeship, apprenticeship, and traditionally male blue-collar jobs have increased from one program in 1971 to over eighty in 1978. Now it is time to determine the effectiveness of these programs and to analyze which combination of factors is optimal—the project designs, the skills/characteristics of women selected, the support/training offered, and the follow-up services. (BM).

ED 164 976 CE 019 620

Farmer, Helen S.

Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—65p.; For related documents see CE 019 619 and CE 019 624; parts marginally legible due to print quality

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 133, $4.50) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Affirmative Action, *Counseling Services, *Educational Needs, *Employment Opportunities, *Females, *Nontraditional Occupations, *Participant Characteristics, Adults, Ancillary Services, Apprenticeships, Attitude Change, Career Counseling, Change Agents, Employed Women, Employment Patterns, Enrollment Trends, Legislation, Managerial Occupations, Postsecondary Education, Professional Occupations, Program Improvement, Recruitment, Resources, Role Models, Scientific Personnel, Skilled Occupations

Identifiers—Information Analysis Products

Focusing on counseling programs and support services for increasing the participation of women (postsecondary level) in occupations traditionally dominated by men, a study examined opportunities, needs, and support systems relevant for women seeking to enter either nontraditional professional or nonprofessional occupations. The data collected covered the following categories: opportunities in nontraditional professional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling/support services for women in math, science, and management; role models used to increase nontraditional participation; counseling services/resources for college women; counseling services aimed at changing change agents; legislative support for women entering nontraditional occupations; participation of and support programs for women in nontraditional, nonprofessional occupations; and apprenticeship training. Positive trends were identified in several nontradi-

tional occupational fields where female enrollments in professional training have increased during the past decade. Seen as a result of several factors rather than the result of any one programmatic effort, these increases were facilitated by legislation and efforts by states and institutions to recruit more women. Promising projects were identified that aimed at influencing educators, parents, and students to change their attitudes and behaviors. (BM).

ED 164 977 CE 019 623

Rios, Edwin T. Hansen, William E.

Career and Vocational Development of Bilingual Students. Information Series No. 136.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. New Mexico State Univ. University Park. ERIC Clearinghouse on Rural Education and Small Schools

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—59p. ; For related documents see CE 019 619-627

Available from—Matopma; National Educational Laboratory Publishers Inc. 813 Airport Boulevard, Austin, Texas 78702 (Stock Number EC-066, $5.00) Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Bilingual Education, *Bilingual Students, *Career Development, *Career Education, *Program Development, *Student Needs, Career Awareness, Career Exploration, Coordination, Educational Cooperation, Educational Experience, Instructional Materials, Migrant Education, Non English Speaking, Program Descriptions, Program Evaluation, Second Language Learning, Student Characteristics, Vocational Education, Vocational Maturity

A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilingual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its "holding power" on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education concept development, languages appropriate for student and/or parents, and the environment of the bilingual family. (BM).

ED 164 979 CE 019 626

Newcomb, L. H.

Agricultural Education: Review and Synthesis of the Research. Information Series No. 139.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—86p

Available from—National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 139, $5.50) Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Education, *Educational Research, *Instruction, *Research Needs, *Teacher Education, *Vocational Education, Adult Education, Career Education, Competency Based Teacher Education, Curriculum, Curriculum Guides, Disadvantaged Youth, Followup Studies, Postsecondary Education, Program Administration, Program Development, Program Evaluation, Secondary Education, State of the Art Reviews, Student Teaching, Task Analysis, Teacher Recruitment, Teacher Shortage, Vocational Education Teachers

Identifiers—Information Analysis Products

Research studies in agriculture education conducted between 1969 and 1978 are analyzed to provide an overview of representative studies in the following areas: teacher education, instruction, curriculum, student services, recruitment and retention of teachers, disadvantaged students, program planning, evaluation studies, administration and supervision, adult education, postsecondary agricultural education, and career education in agriculture. (All studies selected relate to secondary and postsecondary vocational agriculture programs in the United States.) After research in each area is reviewed, summary comments are presented to indicate trends, patterns, and important findings in that area. Finally, overall conclusions and recommendations are presented based on the total review of the research. Some of these conclusions are as follows: (1) even though the profession has an abundance of task analysis information and nationally prepared curriculum guides available for all specialty areas, little attempt has been made to evaluate task lists or curriculum guides using actual field observations; (2) even though there appears to be sufficient work completed in identifying the professional competencies needed by vocational agriculture teachers, the profession could benefit from coordinated inquiry into which competencies improve student learning; and (3) even though there is substantial documentation of the shortage of vocational agriculture teachers, to date there is no evidence of a recruitment program successful enough to attract the attention of the profession. (BM).

ED 164 980 CE 019 627

Bhaerman, Robert D. Comp

Community Resources and Community Involvement in Career Education: An Annotated Bibliography. Information Series No. 140.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—77p

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 140, $5.10) Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Annotated Bibliographies, *Career Education, *Community Involvement, *Community Resources, *Program Descriptions, *School Business Relationship, Abstracts, Career Awareness, Career Exploration, Experiential Learning, School Community Programs, School Community Relationship

Identifiers—Business Industry Labor Linkage, Experience Based Career Education, Information Analysis Products

This selected annotated bibliography was published as a result of the evident interest by educators, as well as the general public, in the issues of community resources and community involvement in career education. The abstracts of 125 studies conducted since 1975 were selected and organized under the following categories: community resources (52 entries); community involvement (48 entries); Experience-Based Career Education (16 entries); and Business-Industry-Labor Linkage (9 entries). The last two categories were added to give the reader a "flavor" of what is to be found in the two related areas of experience-based career education and business-industry-labor linkage. There is some overlap in the four categories; however, the selections were made on the basis of the primary focus of each particular entry. The annotations are listed under each category in order of recency of ED numbers, with the current ones first. (BM).

ED 164 985 CE 019 639

Hughes, James H.

Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Final Report.

System Sciences, Inc. Chapel Hill, N.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—300-76-0375. . . . . 498AH60193
Note—186p.; Not available in hard copy due to small type
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrator Attitudes, *Handicapped Students, *Mainstreaming, *Needs Assessment, *Teacher Attitudes, *Vocational Education, Data Analysis, Program Development, Questionnaires, Research Methodology, Secondary Schools, Surveys, Vocational Education Teachers
Identifiers—Delphi Technique, North Carolina

A study was made to identify needs and barriers related to the mainstreaming approach and to assess attitudes of secondary principals and occupational education teachers toward mainstreaming and their perceptions of needs and barriers. The design of the project involved a three-phase research effort. The first phase utilized the Delphi Technique with local occupational education program administrators to identify needs and barriers. The second and third phases involved mail surveys of principals (N = 101) and occupational education teachers (N-568). It was found that principals and teachers were neither highly accepting nor highly rejecting of the mainstreaming approach. Priority needs and major barriers were identified and their implications for program planning discussed. Teachers and principals expressed general agreement on the priority needs and major

ED 164 987 CE 019 644

Vocational Education Early School Leaver Study. Final Report.
Rhode Island State Dept. of Education, Providence. Bureau of Research and Evaluation
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Dropout Prevention, *Dropouts, *Educational Development, *School Holding Power, *Vocational Education, Attendance, Dropout Attitudes, Dropout Characteristics, Dropout Research, High School Students, Occupational Aspiration, Potential Dropouts, Secondary Education, Student Attitudes, Student Characteristics, Student Motivation
Identifiers—Rhode Island

The problem of early school leavers within a system that offers a wide range of vocational training at the secondary level is examined. Focus is on factors that influence a student to opt for a vocational program rather than remaining in a comprehensive high school or dropping out of school. By means of interviews and school attitude questionnaires, data were collected from 96 tenth-grade vocational students and 114 early school leavers in two Rhode Island communities. Additional information was gathered through school personnel interviews and school records. The findings include the following: the dropout rates for vocational schools are lower than their affiliated high schools; vocational students as compared to early school leavers had fewer school absences, better grade averages, and higher scores on intelligence tests and the California Achievement Test; and, for the most part, vocational students were career-oriented and chose their vocational program because it fit their future plans. (This report concludes with several suggestions for improving vocational education and dealing with potential school dropouts. The appendix includes the interview forms, school attitude questionnaires, personnel questionnaire, school record data collection sheet, a list of programs in Rhode Island for dropouts, and a list of courses and extracurricular activities common to urban and suburban schools.) (EM).

ED 164 988 CE 019 659

Hoerner, James L. Ed. Austin, Gary L. Ed
Articulation Workshop for Key Secondary and Community College Vocational Education Personnel (Virginia Polytechnic Institute and State University, October 23-25, 1978).
Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education. Virginia State Dept. of Education, Richmond. Div. of Vocational Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Pub Type—Speeches, Conferences Papers (150)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Articulation Education, *Community Colleges, *Demonstration Programs, *Secondary Schools, *Vocational Education, Access to Education, Agency Cooperation, Career Counseling, Change Strategies, Conference Reports, Cooperative Programs, Coordination, Educational Benefits, Educational Change, Educational Policy, Postsecondary Education, Program Development, Program Improvement, Secondary Education
Identifiers—Virginia

The workshop reported here was held to allow key personnel from secondary education and community colleges in Virginia an opportunity to explore existing problems as well as potential strategies relating to improved articulation of vocational programs at both levels. The content is presented in three parts. The first contains the three major addresses: "Making a Mesh of Vocational Education," by David S. Bushnell; "Articulation, Road Map to Employability," by Richard Carlson; and "Two Plus Two Equals Four or More'? by W. Robert Sullins. The next part presents the following three out-of-state articulation models: urban model at Milwaukee Area Technical College, Wisconsin; suburban model at Williamsport Area Community College, Pennsylvania; and rural model at Coosa Valley Vocational Technical School, Georgia. The last part summarizes three small group activities on problem identification, strategy identification, and identification of workable strategies. The appendixes include information pertaining to the following: pre-workshop problem identification activity, small group assignments, small group activities, articulation problems and strategies identified during small group activities, workshop program, bibliography on articulation, and the names of State Steering Committee members, workshop planning committee members, and workshop participants. (EM).

ED 164 989 CE 019 673

Rabinowitz, William And Others
The Quality and Results of Vocational Education by Correctional Institutions. Final Report.
Pennsylvania State Univ. University Park. Inst. for Policy Research and Evaluation
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007604311
Note—253p.; Not available in hard copy due to small print in the original document
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Correctional Institutions, *Educational Quality, *Institutional Characteristics, *Job Skills, *Prisoners, *Vocational Education, Adult Vocational Education, Affective Measures, Correctional Education, Correctional Rehabilitation, Criminals, Delinquency, Educational Background, Educational Programs, Employee Attitudes, Employment Experience, Field Studies, Individual Characteristics, Job Training, Participation, Recidivism, Surveys

This study was undertaken to determine if variations in the quality of vocational education offered in prisons, and the skill level developed by participants in these programs, are related to the inmates' post-release adjustment. It proved difficult to execute the study as designed, and the collected data were neither as numerous nor as complete as originally planned. Although it was possible to identify several variables that predict a former inmate's life satisfaction and encounters with the law, the evidence did not clearly demonstrate that particular aspects of a prison vocational education program have an effect on the post-release experiences of former inmates. The generally negative findings in this study do not suggest that vocational training in prison is ineffective. Rather, they indicate that we do not know what features of the training make it more or less effective. (Appendixes contain (1) a description of the seven correctional institutions, (2) instruments used in the study, (3) summary of inmate follow-up field experiences, (4) institutional data, participant data, reliabilities and intercorrelations, and discriminant analyses, and (5) profiles of the seven correctional institutions. (Author/CSS).

ED 164 990 CE 019 674

Davison, Pamela

Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina. Final Report.

Conserva, Inc. Raleigh, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—77

Contract—300-76-0374

Note—267p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC11 Plus Postage

Descriptors—*Adult Vocational Education, *Correctional Education, *Educational Needs, *Prisoners, *Work Experience Programs, Career Choice, Correctional Rehabilitation, Course Content, Criminals, Delinquency, Employer Attitudes, Employment Opportunities, Employment Programs, Employment Projections, Employment Qualifications, Job Satisfaction, Job Training, Labor Needs, Program Development, Statewide Planning, Surveys, Technical Education, Vocational Interests, Vocational Rehabilitation, Youth Opportunities

Identifiers—North Carolina

A study was done to determine North Carolina inmates' vocational education/training needs, parolees' and ex-offenders' employment opportunities, and available vocational education/training resources. To determine vocational educational needs, a survey was conducted of inmates at seventeen correctional units (for adults and for youth). Estimates of parolee or ex-offender job opportunities were obtained by adjusting North Carolina Bureau of Employment Research employment projections, and by examining employer hiring practices and legal employment barriers. A questionnaire was developed to determine vocational education program offerings of community colleges and private trade, technical, and vocational schools. Study results showed that (1) ninety percent of inmates (sample equalled 545) indicated an interest in taking vocational courses while in prison; yet less than nine percent were enrolled in courses; (2) although automotive mechanics was the most frequently chosen option, only nine of seventy-seven prison facilities offered training in this area. Food service, chosen by only one out of nine, was the most frequently offered; and (3) most job openings were in industrial service, office, and construction occupations. Generally, employers considered the hiring of offenders as individual decisions. Study results revealed a fragmented statewide approach to vocational education for correction inmates. (CSS).

ED 164 991 CE 019 677

Hartz, John D.

The Systems Approach to Assessment and Evaluation of Post-Secondary Vocational Education Programs. Final Report. October 1, 1976-June 30, 1978.

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007604945

Note—13p. ; For related documents see CE 019 678 and CE 019 680-681

Available from—Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($3.00) Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Employment Qualifications, *Interpersonal Competence, *Job Placement. *Program Improvement, *Tenure, *Vocational Education, Career Planning, Construction Process, Information Dissemination, Job Applicants, Job Search Methods, Postsecondary Education, Student Evaluation, Success, Surveys, Systems Approach, Test Construction, Work Attitudes

Identifiers—Wisconsin

A project was conducted to improve the employability and employment prospects for students by (1) identifying non-job task skills and characteristics important to job acquisition and retention, (2) constructing an instrument to assess the identified skills and characteristics, (3) pilot testing the instrument with graduates from two postsecondary vocational technical institutions, one urban and one rural, in Wisconsin, (4) writing up the results with suggestions regarding further use of the instrument, (5) determining future research and development needs, and (6) disseminating information and products. Some of the methods used to accomplish the objectives were a literature review to identify skills and characteristics important for job acquisition and retention, surveys of graduates, employers, and school staff responsible for placement to verify and expand the findings of the literature review, and a search and review of existing tests and inventories. Project staff developed the following products: 'Job Seeking and Job Keeping: An Annotated Bibliography,' 'A User's Guide to Selected Published Tests in Career Education and Career Guidance,' 'Employability: Review and Survey,''Employability Inventory,' 'Employability Inventory: User's Guide,'and an 'Employability Inventory: Findings and Analyses'. (CSS).

ED 164 992 CE 019 678

Hartz, John D. And Others

The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability: Review and Survey.

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Report No.—215

Pub Date—78

Contract—G007604945

Note—133p. ; For related documents see CE 019 677 and CE 019 680-681

Available from—Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($3.00) Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Employer Attitudes, *Employment Qualifications, *Graduate Surveys, *Interpersonal Competence, *School Surveys, *Tenure, Annotated Bibliographies, Career Choice, Career Planning, Job Applicants, Job Development, Job Placement, Job Search Methods, Job Skills, Literature Reviews, Postsecondary Education, School Personnel, Success, Systems Approach, Work Attitudes

This publication contains a summary of the literature and research review conducted in order to identify personal/social skills and characteristics important to getting and keeping jobs. Also included are the results obtained from surveys conducted with employees who were graduates of postsecondary vocational technical programs, employees who hire postsecondary vocational graduates, and postsecondary vocational school staff responsible for assisting graduates in obtaining placements. The combination of the literature and research review and the surveys provide the basic data used in the construction of an employability inventory, an instrument designed to assess personal/social skills important for job acquisition and retention. Appendixes contain (1) an annotated bibliography on job seeking and job keeping, (2) forms for the former student survey, employer survey, and school staff survey, and (3) personal, interpersonal, and social skills identified in the literature search for desirable worker characteristics. (The employability inventory is included in CE 019 681.) (CSS).

ED 164 993 CE 019 680

Wong, Eleanor Smisko, Barbara

A Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. A User's Guide to Selected Published Tests in Career Education & Career Guidance.

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007604945

Note—84p. ; For related documents see CE 019 677-78 and CE 019 680-681

Available from—Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 W. Johnson Street, Madison, Wisconsin 53706 ($3.00) Pub

Type—Guides/Methods/Techniques—General (050)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Career Development, *Measurement, *Personality Assessment, *Student Evaluation, *Test Reviews, *Test Selection, Career Choice, Career Education, Career Planning, Decision Making, Elementary Secondary Education, Industrial Personnel, Interest Inventories, Interpersonal Competence, Job Applicants, Job Placement, Job Search Methods, Job Skills, Postsecondary Education, Questionnaires, Student Attitudes, Test Reliability, Test Validity, Vocational Education, Vocational Maturity, Work Attitudes

This handbook contains a synopsis of the technical data on a variety of tests and inventories used in career assessment. The test abstracts provided include a description of the components of the tests, norms used, coefficients of reliability and validity, and the advantages of uses of the tests. The tests are grouped in three categories: (1) career/vocational education, (2) personality inventories, and (3) measurement inventories relevant to industrial settings. This publication also contains an index of the various publishing firms and addresses from which materials can be ordered. (For related documents see CE 019 677, CE 019 679 and CE 019 681.) (CSS).

ED 164 994 CE 019 681

Hartz, John And Others
The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability Inventory: Findings and Analyses.
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007604945
Note—453p. ; For related documents see CE 019 677-78 and CE 019 680
Available from—Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706 ($12.00) Pub Type—Reports—Descriptive (141)
EDRS Price—MF01/PC19 Plus Postage
Descriptors—*Adult Vocational Education, *Interpersonal Competence, *Job Applicants, *Job Skills, Business Education, Employees, Employment Qualifications, Females, Graduate Surveys, Industrial Education, Interpersonal Relationship, Job Search Methods, Males, Rural Population, Student Evaluation, Systems Approach, Task Analysis, Technical Education, Tenure, Test Construction, Test Results, Underemployment, Unemployment, Urban Population, Work Experience
Identifiers—Wisconsin

This report consists of a background and discussion of the methods used to design the employability inventory as well as results obtained from field testing it with graduates from and current students at two postsecondary vocational technical institutions in Wisconsin. Results obtained are reported in number and percentage distribution tables along with results of statistical procedures used in analyzing reports. Analyses presented consist of comparisons between various groupings of the field test subjects. Graduate subjects are grouped and compared according to employment status, program area completed, rural or urban locale, sex, and experience (age). Comparisons are also made between the responses of current students and those of successfully employed graduates from the same general programs. The report concludes with a discussion of the findings, suggestions for further research, and possible implications for practitioners. Appendixes contain samples of the employability inventory and correspondence concerning the inventory. (CSS).

ED 164 995 CE 019 689

Farning, Max Borden, Sally
Determining and Validating Barriers to Post-Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.
Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—78
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Vocational Education, *Decision Making, *Enrollment Influences, *Information Dissemination, *Technical Education, Access to Education, Admission School, Conflict Resolution, Consortia, Educational Demand, Financial Problems, Information Needs, Student Attitudes, Student Costs, Surveys
Identifiers—Wisconsin

A consortium of five Wisconsin Vocational, Technical, and Adult Education (VTAE) Districts (Gateway, Indianhead, Mid-State, Milwaukee, and Southwest) were utilized to identify, verify, and alleviate barriers to enrollment. A VTAE survey in 1976 identified six major reasons for individuals' failing to attend school after indicating an interest in doing so: postponement of schooling, need to earn money, inability to decide, finding a permanent job, lack of financial aids, and transportation problems. Each district conducted a 1977 survey to verify and/or identify barriers. Most verified that "inability to decide" was a major factor in not attending a VTAE school. Gateway District used intervention techniques/no intervention to test the effects of increased information on student's decision to attend. The control group (no intervention) surprisingly had the highest percentage registration. Indianhead District reported that instructor contact and school mailings reduced 'no shows'. Mid-State District discovered that the percentage of those attending at a later date could be increased 1% by informational mailings. Unlike the 1976 survey, the Milwaukee District survey found the most important reason for not attending was acceptance at another school. The Southwest District survey showed that job security, need for money, career indecisiveness, and program difficulties were main enrollment barriers. (CSS).

ED 164 996 CE 019 702

Andrew, Dean C.
A Model for Vocational Education Program Development in Entrepreneurship. Evaluation Report.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—78
Contract—G007603753
Note—79p. ; Not available in hard copy due to reproducibility problems
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Business Education, *Curriculum Development, *Program Development, *Program Evaluation, Adult Educators, Business Administration, Information Dissemination, Instructional Design, Job Skills, Job Training, Learning Modules, Models, Objectives, Performance Criteria, Pilot Projects, Program Content, Staff Development, Systems Development, Tables Data
Identifiers—Arkansas, Small Businesses

The overall purpose of this project was to expand the vocational education curriculum to provide adults with entrepreneurial competencies which will facilitate self-employment. More specifically, the project goals were to (1) develop and implement modules of instruction in entrepreneurship for adults in self-employment and potential entrepreneurs; (2) develop a staff development program for adult educators; (3) develop and implement a communication system which will provide more visibility to occupational training for adults; and (4) coordinate realistic training experiences in entrepreneurship. (Objectives are stated in performance terms in the narrative of the project.) Twelve modules were developed which adequately cover the entire spectrum of small business ownership. Content specialists developed technical content materials for the selected entrepreneurial modules. A selection of on-site teams pilot tested the materials. Staff development activities included three seminars and a two week workshop. The project culminated with self-contained instructional modules in the identified areas of entrepreneurship and media for maximizing vocational technical education for adults. Overall evaluation results indicated that the modules were successfully developed and widely accepted among state and local adult and vocational educators. (Evalua-

tion design summary charts are appended.) (Author/CT).

ED 164 997 CE 019 707

Pyle, Robert B. Cook, Susan E.

A Proposal for the Development and Field Testing of a Computer-Managed Delivery System for Improving the Inservice Training of Vocational School Personnel within Their Respective School Setting. Final Report.

Delaware Univ. Newark. Coll. of Education. North Carolina Agricultural and Technical State Univ. Greensboro

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701163

Note—48p. ; Not available in hard copy due to light print in the original document

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Competency Based Teacher Education, *Computer Assisted Instruction, * *Computer Managed Instruction, *Individualized Instruction, *Inservice Teacher Education, *Vocational Education Teachers, Course Content, Delivery Systems, Educational Needs, Field Studies, Input Output, Instructional Improvement, Instructional Materials, Learning Modules, Lesson Plans, Models, Program Proposals, Safety, School Location, Teacher Certification, Vocational Education

A project studied the feasibility of delivering instructional modules via a computer-managed instructional system for preparing and certifying inservice vocational education teachers. The project developed a computer-based system to deliver and manage instructional modules, developed and field tested twenty instructional modules, and developed a procedure for evaluating the effectiveness and efficiency of individual performance-based modules as delivered by a computer-based system. The project served fifteen inservice vocational education teachers and attempted to meet project objectives by (1) utilizing performance-based teacher education modules stressing individualized instruction via a computer-managed system, (2) utilizing advisement processes that will be improved by setting aside blocks of time at each vocational education setting, (3) developing performance-based modules to limit time spent in a North Carolina A&T State University classroom and increase course-content meaningfulness in meeting inservice needs of teachers in their unique setting, and (4) reducing class meetings through independent studies aided by instructional modules and on-site instructor observations. The project demonstrated that it was feasible to develop a computer-managed instructional system that can individualize instruction for students and provide activities consistent with professional course requirements. (Author/CSS).

ED 166 359 CE 017 004

McClain, Thomas W.

The Impact of Vocational Education on Ex-Offenders in Massachusetts. Final Report.

Massachusetts Univ. Amherst. Inst. for Governmental Services

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education

Pub Date—78

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Correctional Education, *Correctional Rehabilitation, *Prisoners, *Program Effectiveness, *Rehabilitation Programs, *Vocational Education, *Vocational Rehabilitation, Educational Attitudes, Educational Needs, Failure, Job Skills, Program Evaluation, Skill Development, Success

Identifiers—Massachusetts

A two-year study was undertaken in Massachusetts to evaluate the impact of vocational education on released ex-offenders. In the first year, evaluation procedures and interview instruments were developed, a survey of inmates was conducted, and the data collected was analyzed and summarized in a report. Since the second year of the study was not funded, its followup survey of releases was not performed, and the study's conclusions and recommendations are based solely on the first year. One hundred and four male prisoners representing various racial and educational backgrounds answered the survey form. The vocational courses in which they were enrolled during their confinement included auto mechanics, welding, furniture, auto body, tailoring, carpentry, GED, computers, refrigeration and air conditioning, oil burner repair, heating, and sheet metal. According to their responses, they felt that they were receiving good education, which would be adequate preparation for employment upon release. The recommendations that were formulated expressed in part the following needs: (1) more and better vocational equipment and facilities; (2) more emphasis on individual testing and placement; (3) more basic skills education; (4) assistance from academic, as well as vocational, teachers; (5) more support from business, labor, and industrial groups; and (6) alternatives for inmates who are transferred to another institution to allow them to complete their training programs. (ELG).

ED 166 364 CE 018 015

Employment and Training Programs. The Local View.

National Academy of Sciences—National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Ford Foundation, New York, N.Y.

Pub Date—78

Available from—Committee on Evaluation of Employment and Training Programs, National Academy of Sciences, 2101 Constitution Avenue, N.W. Washington, D.C. 20418 Pub Type—Reports—Research/Technical (143). Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Community Programs, *Employment Programs, *Federal Programs, *Job Training, *Program Administration, *Program Development, Case Studies, Community Control, Community Cooperation, Community Organizations, Cooperative Programs, Coordination, Decentralization, Employment Services, Failure, Federal Aid, Labor Utilization, Local Government, Problems, Program Descriptions, Program Effectiveness, Public Agencies, Success, Vocational Education

Identifiers—Comprehensive Employment and Training Act, Federal Local Government Relationship

This volume contains nine case studies describing the initial two-year experiences of local governments in implementing the Comprehensive Employment and Training Act of 1973 (CETA). (An earlier volume published eight similar area studies on the transition from federally centralized to decentralized manpower programs.) Written by resident field researchers familiar with the local scene, these reports span a range of experiences—from well-run operations to one on the verge of dissolution because of interjurisdictional tensions. The reports are approximately twenty pages in length and summarize how local governments administer employability development and public service employment programs. The governmental units and locations are as follows: Capital Area Consortium, Texas; Calhoun County, Michigan; Orange County Consortium, California; Kansas City-Wyandotte County Consortium, Kansas; Topeka-Shawnee County Consortium, Kansas; Phoenix-Maricopa County Consortium, Arizona; Lansing Tri-County Regional Consortium, Michigan; St. Paul, Minnesota; and Cleveland Area-Western Reserve Manpower Consortium, Ohio. Specific topics covered include (1) pre-CETA services; (2) the clientele served; (3) relationship with other state and local agencies; (4) assessment of program effectiveness; and (5) the planning and administration of Titles I, II, and VI. While problems, such as piecemeal planning and difficulty in arranging on-the-job training, are discussed, the overall tenor of the studies is positive, reflecting progress in coordinating local program operations. (ELG).

ED 166 370 CE 018 327

Toney, John W.

A Summary of Operant Conditioning Techniques for Use by Supervisors and Teachers.

Pittsburgh Univ. Pa

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Behavior Change, *Conditioning, *Psychology, *Responses, *Student Behavior, *Teacher Behavior, Behavioral Objectives, Behavior Theories, Bibliographies, Contingency Management, Learning Processes, Reinforcement, Teacher Education, Teaching Methods

The same techniques of behavior modification that can be used by teachers to manage student behavior in the classroom can also be used by supervisors to alter the behavior of teachers. In both cases, it is necessary for the supervisors and teachers to focus primarily on the individual's behavior itself, rather than on what causes that behavior. To modify behavior, the teachers and supervisors must determine what response or type of behavior they wish to reinforce in the individual. The two types of response conditioning used to produce behavior modification are respondent conditioning and operant conditioning. Operant conditioning examines the relationship between an individual's behavior and his environment and attempts to understand the behavior through knowledge of the factors that modify the behavior. Both positive and negative reinforcement are used in operant conditioning to produce the desired behavioral response. Two other methods that teachers and supervisors can apply are (1) shaping or successive approximation, which is used to create a behavior that does not exist or to strengthen one that is not apparent, and (2) contingency contracting, which requires the teacher or supervisor to make a contract with the student under which rewards are promised in return for desired learning behavior. (Besides numerous quotations in the text, from behavior modification literature, a substantial bibliography is provided at the end for further study.) (ELG).

Indexes

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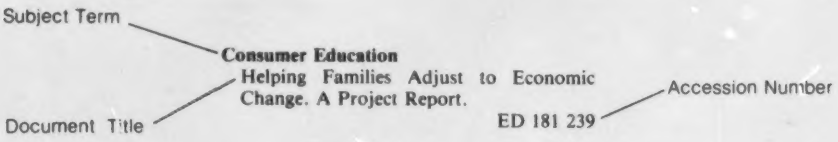
This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.



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Consumer Competencies of Kentucky High School Graduates. Technical Report.
ED 163 292

Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2 (1977-78).
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Sex Equity and Vocational Education.
ED 164 955

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V-TECS Fifth Annual Report, July 1978.
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Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).
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Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Final Report.
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A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education. Final Report.
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The Minority Recruitment Program for Wisconsin VTAE System. Final Report.
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Teaching Adults: A Guide for Vocational Instructors. Professional Development Series, no. 1.
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Vocational Education and Corrections: An Assessment of Opportunities and Needs in North Carolina. Final Report.
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40 Million Americans in Career Transition. The Need for Information. (Final Report).
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National Advisory Council on Vocational Education. 1977 Annual Report.
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Seventh Annual Evaluation Report, Fiscal Year 1976. An Evaluation of Vocational Education.
ED 164 822

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Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.
ED 164 976

Women and the Skilled Trades. Information Series No. 132.
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Segmented Labor Markets: Some Empirical Forays. Discussion Paper 75-2.
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Agency Cooperation

The Impact of CETA on Institutional Vocational Education. Case Studies and Final Report, 1977.
ED 164 885

Agribusiness

Career Preparation in Agriculture Project. Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agriculture Teachers. Final Report, July 1, 1977-June 30, 1978.
ED 164 857

Agricultural Education

Agricultural Education: Review and Synthesis of the Research. Information Series No. 139.
ED 164 979

Career Preparation in Agriculture Project. Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agriculture Teachers. Final Report, July 1, 1977-June 30, 1978.
ED 164 857

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing. Phase III.
ED 164 803

Salaries and Working Conditions of Agricultural Education Teachers in Virginia.
ED 163 246

Standards for Agricultural Occupations Programs in Illinois Community Colleges. Interim Report of the Community College Phase (Phase I) of Project RD1-A8-564 Entitled "Standards for Illinois ABAO Post-Secondary Programs and Secondary Programs in Cook County".
ED 164 794

Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. (A Final Report).
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Why Vocational Agriculture Teachers in Ohio Leave Teaching. Summary of Research.
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The Work Incentive Program. Eighth Annual Report to the Congress on Employment and Training under Title IV of the Social Security Act, October 1, 1976-September 30, 1977.
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Community Resources and Community Involvement in Career Education: An Annotated Bibliography. Information Series No. 140.
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Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators.
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A State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Drafting (Graphic Communications). Part I—Basic. Part II—Specialty Programs. Section A (Mechanical Drafting and Design). Section B (Architectural Drafting and Design).
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The Articulation of Occupational Education Programs between Secondary Schools and Community Colleges/Technical Institutes Project, 1 September 1974-31 Jul 1978. Final Report.
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Articulation Workshop for Key Secondary and Community College Vocational Education Personnel (Virginia Polytechnic Institute and State University, October 23-25, 1978).
ED 164 988

Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).
ED 164 888

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.
ED 163 196

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program

(K-College Level). Final Report.
ED 163 195

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).
ED 164 891

A State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Drafting (Graphic Communications). Part I—Basic. Part II—Specialty Programs. Section A (Mechanical Drafting and Design). Section B (Architectural Drafting and Design).
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The Development and Pilot Testing of a Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education. Final Report.
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Stamp Out Sexism: A Texas Awareness Project. Facilitator Manual. Workshop Materials for Vocational Homemaking Teachers.
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Job-Related Reading Tasks: Teaching Marginally Literate Adults to Read. HumRRO Professional Paper 10-78.
ED 163 189

Auto Mechanics

Secondary-Postsecondary Curriculum Development in Automotive Mechanics. Automotive Electrical Competencies. Final Report.
ED 164 844

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).
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Career and Vocational Development of Bilingual Students. Information Series No. 136.
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Bilingual Students

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Completing Purchase Invoices. Student's Manual and Instructor's Handbook.
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Preparing Memos for Goods Returned. Student's Manual.
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Competency-Based Preservice Construction Trades Curriculum, Phase II. Final Report.
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Continuation of Futuring the Business Education Curriculum Needs.
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Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms. Final Report.

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Helping Small Businesses Make It. Critical Issues Series, no. 1.

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A Model for Vocational Education Program Development in Entrepreneurship. Evaluation Report.

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North Carolina Articulated Instructional Objectives Guide for Executive Secretary/Business Education (State Pilot Model).

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Simulation in Business and Office Education.

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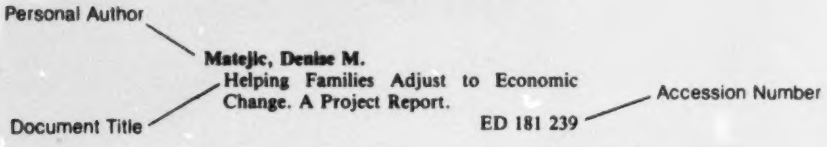

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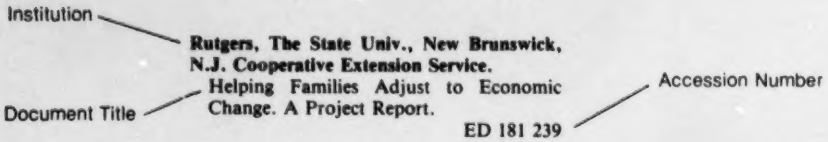
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Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume X: Medical Lab Technician.
ED 163 237

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IX: Medical Lab Assistant.
ED 163 236

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VIII: Medical Assistant.
ED 163 235

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VII: Licensed Practical Nurse.
ED 163 234

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume VI: Dietetic Technician.
ED 163 233

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume V: Dental Lab Technician.
ED 163 232

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume IV: Dental Hygienist.
ED 163 231

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume III: Dental Assistant.
ED 163 230

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume II: Aide/Orderly.
ED 163 229

Common Intra-Cluster Competencies Needed in Selected Occupational Clusters. Final Report. Supplemental Volume I: Accredited Records Technician.
ED 163 228

Dingle Associates, Inc. Washington, D.C.

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Act Workshops (Dallas, Texas; San Diego, California; Boston, Massachusetts; Atlanta, Georgia; and Cincinnati, Ohio, December 12, 1977—January 20, 1978).
ED 164 817

Eastern Illinois Univ. Charleston. School of Technology.

Competency-Based Preservice Construction Trades Curriculum, Phase II. Final Report.
ED 164 805

Competency-Based Preservice Construction Trades Curriculum.
ED 164 804

Education Commission of the States, Denver, Colo.

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182

Guide to an Assessment of Consumer Skills.
ED 163 181

Employment and Training Administration (DOL), Washington, D.C.

National Apprenticeship and Training Standards for Emergency Medical Technicians.
ED 163 200

National Apprenticeship and Training Standards for Vending Machine Mechanics.
ED 164 892

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Agricultural Education: Review and Synthesis of the Research. Information Series No. 139.
ED 164 979

Career and Vocational Development of Bilingual Students. Information Series No. 136.
ED 164 977

Community Resources and Community Involvement in Career Education: An Annotated Bibliography. Information Series No. 140.
ED 164 980

Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.
ED 164 976

Women and the Skilled Trades. Information Series No. 132.
ED 164 975

Fort Wayne Women's Bureau, Inc. Ind.

Focus on Choice. Final Report.
ED 164 848

Fremont Unified School District, Calif.

Operational Model for Career Development and Vocational Preparation. Final Report.
ED 164 808

Georgia State Univ. Atlanta. Office of Vocational Education.

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ED 164 796

Glassboro State Coll. N.J. Dept. of Industrial Education and Technology.

Creatively Gifted Students in Vocational Education, 1977-78. Final Report.
ED 163 207

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Sourcebook for Equal Goals in Occupations.
ED 163 186

Human Resources Research Organization, Alexandria, Va.

Job-Related Reading Tasks: Teaching Marginally Literate Adults to Read. HumRRO Professional Paper 10-78.
ED 163 189

Huntington Beach Union High School District, Calif.

Operational Model for Career Development and Vocational Preparation. Final Report.
ED 164 808

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. (A Final Report).
ED 163 174

Illinois State Univ. Normal. Dept. of Agriculture.

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of: Student and Parent Advisement, Program Planning, and Program Changing. Phase III.
ED 164 803

Illinois Univ. Urbana. Dept. of Vocational and Technical Education.

Methods and Materials for Entrepreneurship Education, Phase I. Final Report.
ED 164 806

Illinois Univ. Urbana. Div. of Agricultural Education.

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ED 164 794

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ED 163 174

Indiana State Board of Vocational and Technical Education, Indianapolis.

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ED 164 856

Indiana Univ. Bloomington. Dept. of Vocational Education.

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ED 164 936

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ED 164 839

Innovative Programming Systems, Minneapolis, Minn.

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ED 163 184

Institute for Career Research, Hanover, Mass.

(Occupational Competence Access Project). Appendices to Final Report.
ED 163 194

Occupational Competence Access Project. Final Report.
ED 163 193

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National Study of Vocational Education Systems and Facilities. Volume I. Technical Report.
ED 163 286

National Study of Vocational Education Systems and Facilities. Volume II. State Vocational Education System Descriptions.
ED 163 287

National Study of Vocational Education Systems and Facilities. Executive Summary.
ED 163 285

National Study of Vocational Education Systems and Facilities. Volume III. Methodology Report.
ED 163 288

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

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ED 164 913

Kentucky Univ. Lexington. Dept. of Home Economics Education.

Consumer Competencies of Kentucky High School Graduates. Technical Report.
ED 163 292

Kirkwood Community Coll. Cedar Rapids, Iowa.

Identification and Development of Competency-Based Curriculum for Water and Wastewater Program.

ED 164 858

Lakeshore Technical Inst. Cleveland, Wis.

Cost Benefit Model Development. Cost Benefit Study. Final Report.

ED 164 841

Marie H. Katzenbach School for the Deaf, West Trenton, N.J.

Homemaking. A Reading & Language Workbook.

ED 164 815

Massachusetts Univ. Amherst. Inst. for Governmental Services.

The Impact of Vocational Education on Ex-Offenders in Massachusetts. Final Report.

ED 166 359

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.

Identification, Description, and Evaluation of Vocational Education Programs at the Metropolitan Community Colleges in Kansas City, Missouri. Final Report—Volume I.

ED 164 854

Procedures Manual for the Implementation of a Vocational Curriculum Evaluation Model (Developed at Metropolitan Community Colleges in Kansas City, Missouri). Final Report—Volume II.

ED 164 855

Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Regional Coordination and Support Program for Career Development. Final Project Performance Report.

ED 163 171

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ED 164 995

Milwaukee Area Technical Coll. Wis.

Health Careers Guidance Manual—Articulation. For the Greater Milwaukee Area and Wisconsin. Volumes 1-2. Final Report, Project 09.039.150.318.

ED 164 845

Mississippi Research and Curriculum Unit for Vocational and Technical Education. State College.

Vocational Home Economics Education. Needle Trades.

ED 164 886

Mississippi State Univ. Mississippi State. Dept. of Agricultural and Extension Education.

Career Preparation in Agriculture Project. Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agriculture Teachers. Final Report, July 1, 1977-June 30, 1978.

ED 164 857

Moraine Park Technical Inst. Fond du Lac, Wis.

Cost Benefit Model Development. Cost Benefit Study. Final Report.

ED 164 841

National Academy of Sciences National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

CETA: Manpower Programs under Local Control.

ED 163 223

Employment and Training Programs. The Local View.

ED 166 364

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ED 164 814

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ED 164 851

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New Technologies and Training in Metalworking.

ED 163 183

Productivity and Job Security: Retraining to Adapt to Technological Change.

ED 163 221

National Foundation for the Improvement of Education, Washington, D. C.

A National Study of State and Outlying Area Statutes and Regulations Related to Contracting with Private Vocational Training Sources for Vocational Instruction.

ED 163 192

National Foundation for the Improvement of Education, Washington, D. C. Resource Center on Sex Roles in Education.

An Equal Chance. A Parent's Introduction to Sex Fairness in Vocational Education.

ED 164 972

National Home Study Council, Washington, D.C. Accrediting Commission.

Home Study School Accreditation.

ED 163 197

National League of Cities, Washington, D.C.

The Impact of CETA on Institutional Vocational Education. Case Studies and Final Report, 1977.

ED 164 885

National Occupational Competency Testing Inst. Albany, N.Y.

National Occupational Competency Testing Institute Bulletin of Information for Candidates.

ED 164 812

NOCTI (National Occupational Competency Testing Institute) Technical Supplement. Cumulative National Norms, Spring 1974 through Spring 1978; and Cumulative Sub-Score Norms, Fall 1975 through Spring 1978.

ED 164 811

Navy Personnel Research and Development Center, San Diego, Calif.

The Instructional Quality Inventory: I. Introduction and Overview.

ED 164 870

New Mexico State Univ. University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Career and Vocational Development of Bilingual Students. Information Series No. 136.

ED 164 977

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.

ED 163 196

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program (K-College Level). Final Report.

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North Carolina Agricultural and Technical State Univ. Greensboro.

A Proposal for the Development and Field Testing of a Computer-Managed Delivery System for Improving the Inservice Training of Vocational School Personnel within Their Respective School Setting. Final Report.

ED 164 997

North Carolina State Dept. of Community Colleges, Raleigh.

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ED 164 889

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).

ED 164 891

A State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Drafting (Graphic Communications). Part I—Basic. Part II—Specialty Programs. Section A (Mechanical Drafting and Design). Section B (Architectural Drafting and Design).

ED 164 890

North Carolina State Dept. of Community Colleges, Raleigh. Office of Program Improvement.

The Articulation of Occupational Education Programs between Secondary Schools and Community Colleges/Technical institutes Project, 1 September 1974-31 Jul 1978. Final Report.

ED 164 887

Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).

ED 164 888

North Carolina State Dept. of Public Instruction, Raleigh.

North Carolina Articulated Instructional Objectives Guide for Executive Secretary/Business Education (State Pilot Model).

ED 164 889

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ED 164 890

State Articulated Instructional Objectives Guide for Occupational Education Programs. State Pilot Model for Automotive Mechanics (DCC V-003) and Automotive Mechanics (High School).

ED 164 891

North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

The Articulation of Occupational Education Programs between Secondary Schools and Community Colleges/Technical Institutes Project, 1 September 1974-31 Jul 1978. Final Report.

ED 164 887

Policies and Procedures Guide for the Articulation of Vocational/Occupational Education Programs between North Carolina Public High Schools and Community Colleges/Technical Institutes. (State Pilot Model).

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Northern Illinois Univ. De Kalb. Educational Administration Center.

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Office of Career Education (DHEW/OE), Washington, D.C.

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ED 163 226

Ohio State Univ. Columbus.

A Historical Perspective of Federally Administered Programs as to Monies Appropriated for Research and Development, Demonstration Projects, and Curriculum Development.

ED 164 878

Ohio State Univ. Columbus. Dept. for Vocational Technical Education.

Personality and Self Concept Profiles of Non-Degreed T&I Teachers.

ED 164 813

Ohio State Univ. Columbus. Dept. of Agricultural Education.

Why Vocational Agriculture Teachers in Ohio Leave Teaching. Summary of Research.

ED 164 883

Ohio State Univ. Columbus. National Center for Research in Vocational Education.

Career Education Mini-Conferences. Project Performance Final Report.

ED 163 170

The Complete VT-ED Cross-Reference Index for the AIM/ARM System.

ED 164 800

Developing State Plans for Vocational Education. Research and Development Series No. 145. Final Report.

ED 164 798

Research Needs in Diffusion, Change and Information Systems.

ED 164 884

Writer's Guide to Publication Development. How to Get Your Publication into an Information Retrieval System.

ED 164 799

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Vocational Home Economics Education. Needle Trades.

ED 164 886

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Validation of Home Economics I Curriculum Manual.

ED 163 169

Pennsylvania State Univ. University Park.

Curriculum Guide for Food Service Instructional Programs in Pennsylvania.

ED 164 882

Pennsylvania State Univ. University Park. Center for the Study of Higher Education.

Annual Pennsylvania Conference on Postsecondary Occupational Education: Programming Postsecondary Occupational Education. (Ninth, Pennsylvania State University, September 28-29, 1977).

ED 164 797

Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies.

State-of-the-Art Tool and Die Maker Project. Project Preliminary Report. Vocational-Technical Education Research Report. Volume 16, Number 9.

ED 163 191

Pennsylvania State Univ. University Park. Inst. for Policy Research and Evaluation.

The Quality and Results of Vocational Education by Correctional Institutions. Final Report.

ED 164 989

Pittsburgh Univ. Pa.

A Summary of Operant Conditioning Techniques for Use by Supervisors and Teachers.

ED 166 370

Policy Studies in Education, New York, N.Y.

40 Million Americans in Career Transition. The Need for Information. (Final Report).

ED 163 178

Rand Corp. Santa Monica, Calif.

Youth Labor Markets and the Military. The Rand Paper Series.

ED 163 199

Rhode Island State Dept. of Education, Providence. Bureau of Research and Evaluation.

Vocational Education Early School Leaver Study. Final Report.

ED 164 987

Rhode Island Univ. Kingston. Curriculum Research and Development Center.

Experience-Based Career Education Project for the R.I. Department of Education. Final Evaluation Report.

ED 164 833

Rutgers, The State Univ. New Brunswick, N.J. Curriculum Lab.

Homemaking. A Reading & Language Workbook.

ED 164 315

Let's Talk about Foods. Food Facts for the Commercial Kitchen.

ED 163 188

Math for Masons. (Revised).

ED 164 816

San Mateo Union High School District, Calif.

Career and Vocational Education. Concepts of Health Management System.

ED 164 880

Career and Vocational Education. Industrial Arts Competencies.

ED 164 879

Santa Clara County Office of Education, San Jose, Calif.

Career Development Programs. Metals Program Management System.

ED 164 881

South Carolina State Dept. of Education, Columbia.

FY 1979 South Carolina State Plan for Vocational-Technical Education.

ED 163 220

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

V-TECS Fifth Annual Report, July 1978.

ED 164 810

Southern Illinois Univ. Carbondale. Dept. of Agricultural Industries.

Standards for Quality Agricultural Occupations Programs as Validated by the Agricultural Occupations Teachers in the Secondary and Area Vocational Centers of Illinois. Part I and Part II. (A Final Report).

ED 163 174

State Univ. of New York, Ithaca. Cornell Inst. for Occupational Education.

Sex-Role Stereotyping in Occupational Education: A Selected Bibliography for Educators.

ED 163 198

Syracuse Univ. N.Y. Publications Program in Continuing Education.

Adult Education Masters' Theses and Doctoral Dissertations on Microfilm in Syracuse University Libraries.

ED 164 793

System Sciences, Inc. Chapel Hill, N.C.

Mainstreaming the Handicapped in Preparatory Occupational Education Programs in North Carolina. Final Report.

ED 164 985

Tennessee Univ. Knoxville. Dept. of Vocational-Technical Education.

A Regional Model Inservice Program for State Department Leaders of Vocational-Technical Education. Final Report.

ED 163 172

Texas Advisory Council for Technical Vocational Education, Austin.

A Report of the Governor's Conference on Technical-Vocational Education. (Austin, Texas, February 15-16, 1977).

ED 163 206

Texas Univ. Austin. Dept. of Home Economics.

The Development and Pilot Testing of a Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education. Final Report.

ED 164 849

Stamp Out Sexism: A Texas Awareness Project. Facilitator Manual. Workshop Materials for Vocational Homemaking Teachers.

ED 164 850

United States Conference of Mayors, Washington, D. C.

The Impact of CETA on Institutional Vocational Education. Case Studies and Final Report, 1977.

ED 164 885

Virginia Polytechnic Inst. and State Univ. Blacksburg. Agricultural Education Program.

Salaries and Working Conditions of Agricultural Education Teachers in Virginia.

ED 163 246

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education.

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Developing Your Sales Promotion Plan.

ED 164 785

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Creating an Effective Business Image.

ED 164 784

Achieving Success in Small Business. A Self-Instruction Program for Small Business Owner-Managers. Determining Capital Needs.

ED 164 783

Achieving Success in Small Business. An Educational Program for New Small Business Owner-Managers.

ED 164 780

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Estimating Your Business Potential.

ED 164 782

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Success in Small Business: Luck or Pluck.

ED 164 781

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Developing Ads That Produce Results.

ED 164 786

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Merchandising: The Key to Greater Profits.

ED 164 788

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Profits through Effective Management.

ED 164 787

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Protection for You and Your Business.

ED 164 792

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Assessing the Health of Your Business.

ED 164 791

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Improving Employee Selection, Training and Supervision.

ED 164 790

Achieving Success in Small Business: A Self-Instruction Program for Small Business Owner-Managers. Business Records: Good Medicine Tastes Bad.

ED 164 789

Articulation Workshop for Key Secondary and Community College Vocational Education Personnel (Virginia Polytechnic Institute and State University, October 23-25, 1978).

ED 164 988

Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms. Final Report.

ED 164 779

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Articulation Workshop for Key Secondary and Community College Vocational Education Personnel (Virginia Polytechnic Institute and State University, October 23-25, 1978).

ED 164 988

Simulation in Business and Office Education.

ED 164 802

Virginia State Dept. of Vocational Education, Richmond. Div. of Program Service.

Word Processing. A Handbook for Business Teachers.

ED 164 801

Washington State Advisory Council on Vocational Education, Olympia.

Seventh Annual Evaluation Report, Fiscal Year 1976. An Evaluation of Vocational Education.

ED 164 822

Washington State Council of Local Administrators of Vocational Education and Practical Arts.

Symposium. Vocational Education's Role in a Changing Economy. (Spokane, Washington, April 26, 1978).

ED 164 825

Weber County Board of Education, Ogden, Utah.

Experienced-Based Career Education, Part D, 13.502. Final Report, Year 2 (1977-78).

ED 164 834

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Promoting Vocational Education. A Guide for Vocational Educators.

ED 164 837

Westat Research, Inc. Rockville, Md.

National Study of Vocational Education Systems and Facilities. Executive Summary.

ED 163 285

National Study of Vocational Education Systems and Facilities. Volume I. Technical Report.

ED 163 286

National Study of Vocational Education Systems and Facilities. Volume III. Methodology Report.

ED 163 288

National Study of Vocational Education Systems and Facilities. Volume II. State Vocational Education System Descriptions.

ED 163 287

Western Kentucky Univ. Bowling Green. Center for Career and Vocational Teacher Education.

CBVE: A Study to Measure Its Effectiveness in Kentucky. Final Report. Interim Period 1.

ED 163 211

Western Kentucky Univ. Bowling Green. Coll. of Education.

Placement and Follow-Up Development Project. Vocational Education Region Four, Bowling Green, Kentucky. Final Report. Fiscal Year 1978.

ED 163 219

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Suggested Guide for Fire Service Standard Operating Procedures.
ED 164 843

Wisconsin Univ. - Stout, Menomonie. Human Development, Family Life and Communication Education Service.

Attitudes and Concept Structure of Home Economics Majors with Implications for Teacher Education.
ED 163 162

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center.

The Minority Recruitment Program for Wisconsin VTAE System. Final Report.
ED 164 842

The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability: Review and Survey.
ED 164 992

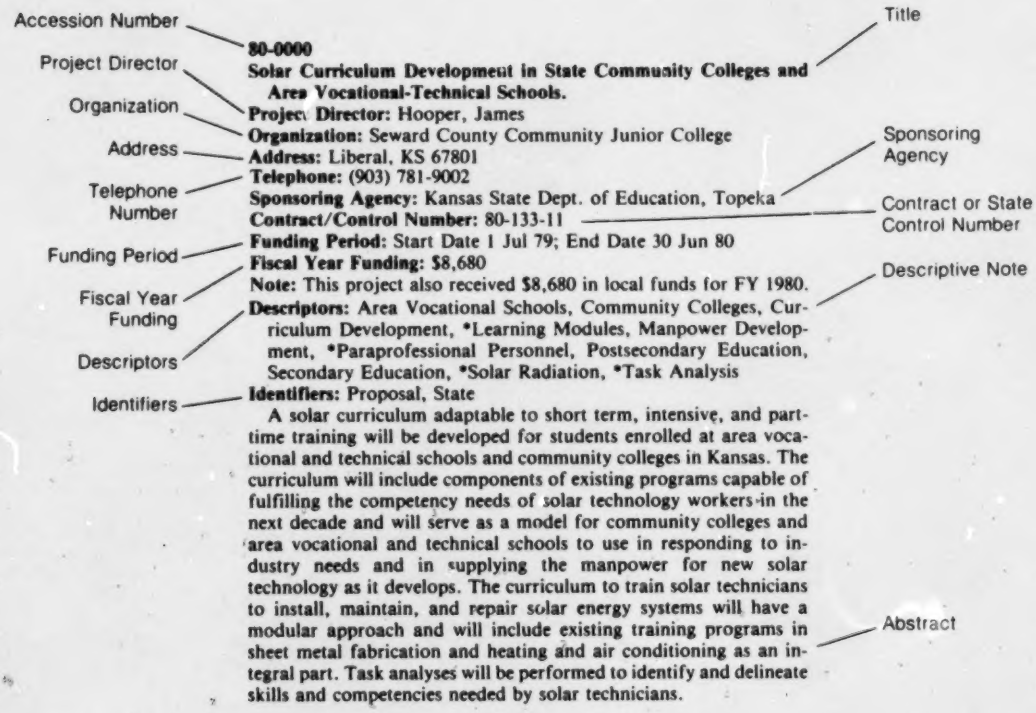
The Systems Approach to Assessment and Evaluation of Post-Secondary Vocational Education Programs. Final Report. October 1, 1976-June 30, 1978.
ED 164 991

A Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. A User's Guide to Selected Published Tests in Career Education & Career Guidance.
ED 164 993

The Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs. Employability Inventory: Findings and Analyses.
ED 164 994

Wisconsin Career Information System. Annual Progress Report 1978, July 14, 1977-July 13, 1978; Third Year of Operation.
ED 164 840

SAMPLE PROJECT RESUME



80-0000

Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.

Project Director: Hooper, James

Organization: Seward County Community Junior College

Address: Liberal, KS 67801

Telephone: (903) 781-9002

Sponsoring Agency: Kansas State Dept. of Education, Topeka

Contract/Control Number: 80-133-11

Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $8,680

Note: This project also received $8,680 in local funds for FY 1980.

Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis

Identifiers: Proposal, State

A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.

PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

ALASKA

Curriculum Development (Sec. 133)

000002
Human Resources—Articulation Fisheries.
Project Director: Floyd, Carolyn
Organization: Kodiak Community College, Box 946, Kodiak, AK 99615
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract/Control No.: 06401
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,700
Descriptors: *Fisheries, *Articulation Education, *Law Enforcement, *Individualized Instruction, *Experiential Learning, *Instructional Materials, Adults, Community Colleges, School Community Relationship
Identifiers: State, Proposal
Descriptive Note: This project also received $163,436 under Subpart 2 for FY 1980

Communication and coordination among the Kodiak Island Borough School District, Kodiak Community College, and other groups concerned with fisheries careers will be strengthened. Horizontally articulated, individualized, and modularized experience-based curriculum units for use in village and city schools and community college programs for youth and adults will be designed and tested. In addition, an open entry-open exit fisheries occupations curriculum emphasizing law enforcement will be developed, faculty will be trained to integrate fisheries skills into ongoing courses and guidance activities, and materials will be disseminated. Student placement plans for exploration and training in towns and villages will be developed, and program participants will be recruited. Articulation activity for four-year programs in Alaska and the Northwest will begin. A final report will be written.

CALIFORNIA

Exemplary and Innovative (Sec. 132)

000026
Establishment of an Energy-Related Program.
Project Director: Bradley, Vincent X.
Organization: Monterey Penisula College, 980 Fremont, Monterey, CA 93940
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: CC 251
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $52,000 (Charged to FY 1979)
Descriptors: *Energy, *Community Education, *Education Programs, *Models, *Information Networks, *Teacher Workshops, Community Colleges, Postsecondary Education, Energy Conservation, Paraprofessional Personnel, Reference Books, Reference Materials, Information Dissemination, Curriculum Development
Identifiers: State, Proposal

To educate the public about the energy problem and prospective solutions, Monterey Penisula College will develop curricula and an exemplary model training program necessary for the technicians to implement the transition to alternate energy use and will conduct resident workshops for forty community college instructors, providing information and training on alternative energy principles and technology to enable them to offer energy-related courses and programs. Information-sharing networks to be established will include a quarterly newsletter for all California community colleges; a curriculum information network; and a reference library containing information about conservatiom, weatherproofing, and alternate energy programs for the state and specitic regions. Project staff will consult with public and private agencies including the Energy Commission, University of California Energy Extension Service, Solar Cal, Lawrence Berkeley Laboratory, OAT, Project Sunrise, and public utilities and will seek representatives from these organizations and from industry and labor for an advisory committee.

Curriculum Development (Sec. 133)

000027
Visual Communication: Drafting Learning Modules.
Project Director: Bush, Keith
Organization: East Side Union High School District, 830 North Capitol Avenue, San Jose, CA 95133
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 303
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $36,000
Descriptors: *Curriculum Guides, *Learning Modules, *Competency Based Education, *Graphic Arts, *Drafting, Curriculum Development, Secondary Education, Visual Arts
Identifiers: State, Proposal

Based on competencies developed by the Orange Unified School

District, course outlines for grades 7-12 and learning modules for grades 7-10 will be developed for the drafting segment of the visual communications cluster. Statewide dissemination of the learning modules, each with a variety of instructional materials for both students and teachers, will allow maximum mobility for students developing the competencies necessary for entry-level occupations and technical specialization.

000028

Learning Activity Packages.
Project Director: Bender, Vivian
Organization: Riverside County Superintendent of Schools, 4015 Lemon Street, Riverside, CA
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 304
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $19,690
Descriptors: *Learning Activities, *Learning Modules, *Health Occupations, *Competency Based Education, Curriculum Development, Allied Health Occupations Education, Nursing, Medical Assistants, Dental Assistants, Dental Hygienists, Dental Technicians, Nurses Aides, Hospital Personnel, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

From previously completed core curriculum guides in dental auxiliary, nursing, medical assisting, and hospital health service occupations, at least three learning activity packages (LAPs) will be developed for each of the four areas. Strategies will be included to reduce the unbalanced ratios between males and females in current health occupation enrollments and to enable disadvantaged and handicapped students to develop occupational skills. Four consultants selected and hired from at least two different local education agencies will head writing workshops; health occupation teachers, advisory committee members from the four areas, health program administrators, and currently enrolled or former students will be volunteer assistants. The materials will be field reviewed and revised.

COLORADO

Research (Sec. 131)

000030

Replication of the Role Study of Local Vocational Directors for Comprehensive High Schools (Continuation).
Organization: Colorado State University, Department of Vocational Education, Ft, Collins, CO 80523
Telephone: (303) 491-5758
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract/Control No.: R 80-6
Funding Period: Start Date 01 Jan 80; End Date 30 Sep 80
Fiscal Year Funding: $14,661
Descriptors: *Administrator Responsibility, *Administrator Role, *Administrator Qualifications, *Occupational Information, *Vocational Directors, *Task Analysis, Job Analysis
Identifiers: State, Proposal

This project is phase 2 of a project to determine the administrative tasks and responsibilities of local directors of vocational and technical education in comprehensive high schools, and to determine the elements to be included in local vocational directors' job descriptions and job specifications. Questionnaires validated during phase 1 will be sent to local vocational directors and their immediate supervisors. An advisory committee composed of personnel from the Colorado Council of Local Administrators, teacher educators, and planning and evaluation personnel will be used throughout the project. Products will include a list of typical administrative tasks performed by local vocational directors and typical job descriptions and specifications.

FLORIDA

Research (Sec. 131)

000031

Provisions for a Consultative Research Associate for Vocational Education (Continuation).
Project Director: Hinely, W. Hugh
Organization: Florida State University, Tallahassee, FL 32306
Telephone: 644-6029
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C11
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $64,670
Descriptors: *Evaluation Methods, *Human Resources, *Needs Assessment, *Technical Assistance, Educational Benefits, Interagency Cooperation, Program Coordination
Identifiers: State, Proposal

The services of one professional and three OPS individuals will be purchased to coordinate statewide efforts to improve vocational education research and development. In working with Florida State University's research and development section, the bureau of vocational research, dissemination and evaluation, and the vocational industrial arts department, the consultative research associate will be responsible for identifying statewide research and development and coordinating the assignment of priority needs with division and department priorities; identifying available human resources and coordinating the development of additional resources to conduct vocational research and development activities at universities; providing consultative and technical assistance in the preparation and submission of invited research and development projects; auditing management aspects of projects and consulting with project staff concerning budgets, allocation of personnel, and evaluation methods of funded vocational research and development projects at universities; and developing and maintaining liaison with federal, state, and local educators conducting research and development projects at the university level. Through the consultant, realistic priorities of research and development products and processes needed to expand the benefits of vocational education programs and courses to students, educators, and the general public will be provided. The OPS personnel will assist in disseminating research products. A final report will be delivered.

000032

Development of an Evaluation Model for the Implementation of Competency-Based Education (Continuation).
Project Director: Hinely, W. Hugh
Organization: Florida State University, Tallahassee, FL 32306
Telephone: 664-6029
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C15
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $40,000
Descriptors: *Competency Based Education, *Instructional Materials, *Material Development, *Media Selection, *Audiovisual Aids, *Teaching Guides, Slides, Transparencies, Audiotape Recordings
Identifiers: State, Proposal

Camera-ready copies of the Florida Approach to Competency-Based Individualized Teaching (FACIT) materials will be produced and major deficiencies in the FACIT system will be eliminated. Project staff will complete production of all FACIT materials, complete preparation of "A Teacher's Guide to the Implementation of Competency-Based Vocational Education," produce a revised instruction for the DILE simulation, and produce camera-ready copy of guidelines for reviewing and selecting instructional materials. In addition to the teacher's guide and simulation instruction booklet, the following products will be delivered: camera-ready copies of fifty-five instructional booklets, sixteen slide sets suitable for reproduction as filmstrips, sixteen overhead transparencies, and duplicate masters for twenty-four audiotapes.

000033

Vocational Reading and Math Competency-Based Teacher Education (CBTE) Project (Continuation).

Project Director: Hinely, Hugh
Organization: Florida State University, Tallahassee, FL 32306
Telephone: 644-6029
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C16
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Descriptors: *Delivery Systems, *Reading Programs, *Programed Instruction, *Competency Based Teacher Education, Program Development, Learning Modules, Systems Development, Curriculum Development, Mathematics Instruction
Identifiers: State, Proposal

A project to design, develop, field test, and evaluate a vocational reading competency-based teacher education delivery system will be continued. This teacher training system, designed with a competency-based approach, includes—a set of individualized, self-paced learning modules based on previously identified teaching competencies, assessment criteria and learning activities for each component, a management system for activities and modules, and a delivery system. Previously developed modules will be further tested and revised, using a system model of instructional design. Programmed instructional units will be evaluated by a panel of experts and field tested using one-on-one, small and large group testing. Additional modules will be developed as needed.

000034

Study to Develop a Guide for the Acquisition of Funded Projects from the Florida Division of Vocational Education.
Project Director: Thomas, Hollie
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6298
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C12
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $20,770
Descriptors: *Guides, *Proposal Writing, *Financial Support, *Research Proposals
Identifiers: State, Proposal

A guide which explains the process used to establish research priorities and procedures for applying for project funds, including defining relevent funding jargon and establishing a uniform procedure for all proposals, will be developed. Distribution of the manual should increase the number of people who can write successful proposals, especially at community colleges and local education agencies.

GEORGIA

Research (Sec. 131)

000037

Membership in the Vocational-Technical Education Consortium of States (V-TECS) (Continuation).
Project Director: Eaddy, Ken
Organization: Vocational-Technical Education Consortium of States, 795 Peachtree Street, NE, Atlanta, GA 30308
Telephone: (404) 875-8011
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: C-306
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Behavioral Objectives, *Competency Based Education, *Criterion Referenced Tests, *Task Performance, Articulation Education, Check Lists, Postsecondary Education, Secondary Education, Technical Assistance
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Job-specific catalogs of performance objectives and performance guides will be produced at greatly reduced costs, and articulation will be established between secondary and postsecondary programs as a result of Georgia's membership in V-TECS. Quality control and technical assistance will be provided in developing catalogs and guides, and in applying the performance objectives to develop and revise curriculum. Periodic meetings for board members will be held to obtain their input on directions and products. New state consortium personnel will be trained, and all personnel will be informed of changes in procedures and requirements.

000038

Occupational Proficiency Training Program (OPT).
Project Director: Pate, James L.
Organization: Mitchell County High School, Camilla, GA 31730
Telephone: (912) 336-5201
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98631
Funding Period: Start Date 02 Jun 80; End Date 30 Jun 80
Fiscal Year Funding: $15,000
Descriptors: *Academic Failure, *Academic Achievement, *Remedial Programs, *Nontraditional Education, *Skill Development, Elementary Secondary Education, Job Skills, Basic Skills, Longitudinal Studies
Identifiers: State, Proposal

An alternative vocational education program designed to the meet needs of students unsuccessful in the regular school program will be developed. Academic problems will be identified as early as possible at least by middle school and remediation designed. Vocational guidance and counseling skills and procedures will be identified and improved, and data for further study will be provided. Reading and computational skill levels for all students in grades K-12 will be maintained. Students aged fourteen or older and two years or more behind their peers' grade level may request enrollment in the OPT program with parental or guardian consent. The program will emphasize proficiency in an occupational skill; a certificate of occupational proficiency will be awarded upon successful completion of the program. OPT students who improve their academic skills may re-enter the regular general education program if they wish. The three-year project will provide data for longitudinal study regarding (1) the academic skill levels at which students succeed or fail in a regular program, (2) increase or decrease in academic skill levels of vocational students, (3) comparison of changes in academic skill levels (if any) of vocational students with nonvocational students, and (4) reading and math skill levels at which a student can reasonably expect to succeed in a regular vocational program. An annual report and model program will be delivered.

Curriculum Development (Sec. 133)

000040

Membership in the American Association for Vocational Instructional Materials Consortium (Continuation).
Project Director: Paraday, Harold
Organization: American Association for Vocational Instructional Materials, Athens, GA 30602
Telephone: (404) 542-2586
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98504
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Instructional Materials, Agriculture, Industrial Arts, Trade and Industrial Education
Identifiers: *American Assn Vocational Instructional Materials, State, Proposal

Georgia's membership in the consortium will entitle state and local education agencies to reduced rates on curriculum materials in the areas of industrial arts, agriculture, and trade and industrial education. The consortium publishes a catalog of available materials and also distributes performance-based teacher education modules.

000041

Adapting Existing Group-Structured Curriculum at Augusta Area Technical School to a Performance-Based Curriculum Geared to the V-TECS Catalog—Phase 3.
Project Director: Powell, Raymond C.
Organization: Augusta Area Technical School, 2025 Lumpkin Road, Augusta, GA 30906

Telephone: (444) 793-3470
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Descriptors: *Behavioral Objectives, *Competency Based Education, *Inservice Education, Curriculum Development, Secondary Education, Postsecondary Education, Articulation Education, Adoption Ideas, Staff Development, Criterion Referenced Tests, Program Development
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Course outlines will be developed for each diploma program at Augusta Technical School. A workshop will be implemented for faculty and staff to identify the major competencies for each course. For these competencies, evaluation instruments will be developed. A record will be kept of events, resources, and strategies used in the project. In addition, a staff development guide will be produced to direct the transition from a group-structured approach to performance-based education. The curriculum will be adapted and developed to meet the needs of disadvantaged and handicapped students, and serve as a basis for articulation between secondary and postsecondary programs.

000039

Shorthand Project.
Project Director: Rash, Doris J.
Organization: Pica Foundation, 3542 C-20, Tall Oaks Apartments, Decatur, GA 30032
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98101
Funding Period: Start Date 16 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Stenography, *Instructional Materials, *Audiovisual Aids, *Individualized Programs, Curriculum Development, Postsecondary Education, Adult Vocational Education
Identifiers: State, Proposal

Twenty-eight postsecondary and adult vocational institutions in Georgia will be provided with an individualized shorthand curriculum, including written shorthand materials prepared for reproduction. A written report on field test results will be prepared for shorthand film loops and audiotapes. The existing status of the written and audiovisual, individualized shorthand materials will be ascertained. Needed corrections and improvements, identified through field test results, will be incorporated into student manuals and teacher guides.

ILLINOIS

Research (Sec. 131)

000042

Home Economics Learning Materials for Educably Mentally Handicapped Students.
Project Director: Doolen, Margie
Organization: Centralia High School District 200, 1000 East Third Street, Centralia, IL 62801
Telephone: (618) 532-7391
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-E-0413-320
Funding Period: Start Date 17 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $29,559
Descriptors: *Instructional Materials, *Occupational Home Economics, *Special Education, *Curriculum Guides, *Exceptional Persons, *Mild Mental Retardation, Curriculum Development, Institutionalized Persons, Foods Instruction, Daily Living Skils, Clothing Instruction
Identifiers: State, Proposal

A curriculum guide and teaching materials to teach occupational homemaking skills to educable handicapped students will be developed in an orientation to homemaking occupations, foods, clothing, and adult living. The materials will be field tested and evaluated, and a transportable model that can be disseminated through workshops or a visit to the demonstration center at Centralia High School will be created. The materials could be used with a variety of home economics students (e. g. students with low reading levels, learning disorders, low learning abilities) in a variety of learning environments (e. g. institutions for the mentally retarded, regular vocational classes where students are mainstreamed, special education classses where the special education teacher teaches homemaking skills). Three hundred copies of a series of four notebooks will be produced.

000043

Cost Differential Data on Vocational Education Programs.
Organization: Robert Davis Associates, 3355 Lenox Road, Suite 750, Atlanta, GA 30326
Telephone: (404) 261-2001
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0138-327
Funding Period: Start Date 17 Sep 79; End Date 01 Apr 80
Fiscal Year Funding: $60,000
Descriptors: *Program Costs, *School Funds, *Educational Finance, *Financial Policy, *Cost Effectiveness
Identifiers: State, Proposal

Cost data will be gathered for vocational programs and funding policies for vocational education will be prepared to develop a new cost differential (excess cost) funding system expected to lead to improved vocational program offerings. Data collection forms will be designed, and data will be collected and analyzed. A monthly progress report and a final report will be written.

000044

Media Package and Planning Materials for Vocational Education.
Project Director: Stromberg, Elden D.
Organization: ComUnigraph Incorporated, 530 South Grand West, Springfield, IL 62704
Telephone: (217) 544-3737
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0142-302
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $31,660
Descriptors: *Manuals, *Program Planning, *Audiovisual Aids, *Filmstrips, *Delivery Systems, *Inservice Education
Identifiers: State, Proposal

A planning handbook and a ten- to twenty-minute synchronized slide/tape presentation which describes a process to promote the planning of quality vocational education programs will be developed for use by Division of Adult, Vocational and Technical Education (DAVTE) consultants to train local education agency personnel. A set of transparencies and audience participation materials will also be developed to complement the filmstrip presentation, which will be updated to generally describe the current vocational education delivery system in Illinois. An internal committee of DAVTE consultants will provide suggestions and feedback and approve the final product. Twenty copies of the handbook, with accompanying visuals, will be prepared.

000045

Industrial Hygiene Technologist Model.
Project Director: Ernst, Donald
Organization: Joliet Junior College, 1216 Houbolt Avenue, Joliet, IL 60436
Telephone: 729-9020
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0222-306
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $4,110
Descriptors: *Safety, *Technical Occupations, *Radiation, *Certification, *Educational Certificates, *Associate Degrees, Industrial Education, Needs Assessment, Student Recruitment, School Industry Relationship, Degree Requirements
Identifiers: State, Proposal

The present occupational safety program will be revised to include an industrial hygiene technologist certificate and AAS degree option;

approval will be sought from the American Board of Industrial Hygiene to ensure that the academic content of the options meet certification requirements. A needs assessment of the types of services that would benefit area business and industry will be conducted; a sequence of courses to fulfill the certificate and associate degree options will be developed; and the course, "Fundamentals of Radiation Protection," will be implemented. A brochure and slide presentation will be developed to be included in recruitment and marketing presentation. A final report will be written.

000046

Revision of a Handbook for Career Guidance Counselors.

Project Director: Boss, Richard D. Daniels, M. Harry
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 536-2381
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0312-314
Funding Period: Start Date 24 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $24,996
Descriptors: *Manuals, *Counselors, *Articulation Program, *Needs Assessment, *Career Guidance, Guidance Personnel, Job Placement, Vocational Followup
Identifiers: State, Proposal

A handbook for career guidance counselors oriented toward the needs of guidance service providers, directed toward improving the articulation of guidance services through placement and follow up, and in compliance with the guidelines emphasized in section 134 of PL 94-482 will be developed, revised, and disseminated. The project should result in a greater demand for occupational education programs at the secondary and community college levels. Twelve copies of the revised handbook will be delivered.

000047

Job Creation: Research and Development of Instructional Materials and Activities for Vocational Education Teachers.

Project Director: Smutny, Joan F.
Organization: National College of Education, Undergraduate and Graduate Faculty, 2840 Sheridan Road, Evanston, IL 60201
Telephone: (312) 256-5150
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0413-322
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $48,356
Descriptors: *Job Development, *Instructional Materials, *Program Development, *Employment Opportunities, Task Performance, Home Economics, Agriculture, Marketing, Health, Industrial Arts
Identifiers: Entrepreneurs, Self-Employed, State, Proposal

Job creation will be fused into the existing curriculum to motivate vocational education personnel and students toward intelligent, realistic understanding of self-employment, individual proprietorships, job performance, and professional development. Current practices and knowledge about materials and concepts of job creation will be reviewed and assessed; a review panel of vocational educators and students from home economics, agriculture, business and marketing health, and industrial arts will be formed. Five hundred packets of creative activities and instructional curriculum materials will be developed, field tested, and evaluated. A final report will be prepared.

000048

Comprehensive Study of the State of the Art of Articulation Efforts in Vocational Education: Present and Future Implications for the State of Illinois.

Project Director: McCormick, Fred C.
Organization: Educational Operations Concepts, Inc, 1400 Brompton, Saint Paul, MN 55108
Telephone: (612) 644-5325
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-10-X-0418-313
Funding Period: Start Date 24 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $30,000
Descriptors: *Articulation Program, *Program Evaluation, *Program Planning, *State Of The Art Reviews, Instructional Materials, Teaching Methods
Identifiers: State, Proposal

A comprehensive study of the articulation process in Illinois, including reviewing and evaluating current practices, defining articulation, determining the present state of articulation, and relating critiqued materials to present practice, should provide direction for future approaches to articulation activities which will result in improved teaching techniques and curriculum materials. Procedures will include a literature review, a survey of existing articulation efforts, onsite and telephone interviews, and a sample survey of postsecondary students. Three hundred copies of each of three final products will be delivered: (1) a document describing literature and knowledge about articulation and its practice, (2) a document describing the present state of articulation and the variables that support or inhibit it, and (3) a final report.

000049

Assessing the Impact of Vocational Education Research (Continuation).

Project Director: Phelps, L. Allen
Organization: University of Illinois, 345 Education Building, Urbana, IL 61801
Telephone: (217) 333-2325
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-31-20-X-0141-166
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $45,150
Descriptors: *Evaluation Methods, *Program Evaluation, *Program Effectiveness, *Educational Assessment, Case Studies Education
Identifiers: State, Proposal

The project will improve the capability of the Illinois state board of education and their contractors to specify, monitor, and evaluate the impact of research and development projects by developing a monitoring and assessment system and expanding the tracking of selected research and development projects. Procedures will include collecting and analyzing current year impact statements for funded and nonfunded project proposals, developing a set of high impact principles for project managers, and preparing case studies of the impact of the Occupational Survival Skills and the Illnois Special Populations Technical Assistance and Dissemination System projects. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000059

Experience-Based Education.

Project Director: Ariagno, Richard
Organization: Joliet Township High School District 204, 201 E. Jefferson Street, Joliet, IL
Telephone: (815) 727-6861
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-40-X-4110-332
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Career Education, *Experiential Learning, Resource Guides, Community Involvement, Teaching Techniques, Information Dissemination, Secondary Education
Identifiers: *Experience Based Career Education Program, State, Proposal

Objectives of this project include infusing experience-based education (EBE) concepts into the regular curriculum for grades 10-12, improving student and faculty awareness and acceptance of EBE; encouraging and assisting other schools to start similar programs; and adapting materials, processes, and methods developed by the experience-based career education laboratories to the individual needs of the three campuses within district 204. Procedures will include department presentations, faculty group orientations, a career workshop conducted by students for students, demonstration activities, and revision of community resource guides. A final report will be delivered.

000060
Industry-Education-Labor Council Consortium.
Project Director: Gavin, Katherine
Organization: Prairie State College, 202 South Halstead Street, Chicago Heights, IL 60411
Telephone: (312) 756-3110
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-10-X-0264-303
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $21,600
Descriptors: *School Business Relationship, *School Community Relationship, *Resource Guides, *Consortia, *Community Resources, Manpower Needs, Community Involvement
Identifiers: State, Proposal

To bridge the gap between education and the marketplace, communication will be maintained with an industry-education-labor consortium including representatives from government, service agencies, parents, students, and the community; a work education council will be developed. Information to help determine specific manpower needs will be compiled and disseminated. A comprehensive area teachers' vocational education resource guide will be developed, and a follow-up survey and program evaluation will be reported.

000061
Experience-Based Education for Special Needs Students (Continuation).
Project Director: Newbrough, Art
Organization: Deerfield-Highland Park School District 113, 1959 N. Waukegan Road, Deerfield, IL 60015
Telephone: (312) 945-5440
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-32-20-A-4110-214
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $46,000
Descriptors: *Career Education, *Educational Alternatives, *Community Resources, *Special Education, *Exceptional Persons, *Experiential Learning, Individualized Instruction, Secondary Education, Inservice Education
Identifiers: *Experience Based Career Education Program, State, Proposal

Twenty-four to thirty junior and senior high school special needs students from two schools will participate in this model of the Appalachia Educational Laboratory experience-based education (EBE) program. The students will be provided with individualized alternative learning experiences geared to their post-high school planning and work interests. Needed community resources will be obtained, staff will receive inservice training, an EBE advisory council will be organized, and promotional materials will be developed. All public relations materials and a final report will be delivered.

Curriculum Development (Sec. 133)

000065
Development of a Marketing Services Curriculum Guide.
Project Director: Luft, Roger L.
Organization: Southern Illinois University, Carbondale, IL 62901
Telephone: (618) 453-3321
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-33-10-X-0424-310
Funding Period: Start Date 04 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $29,363
Descriptors: *Competency Based Education, *Curriculum Guides, *Marketing, *Real Estate Occupations, *Career Ladders, *Distributive Education, Curriculum Development, Service Occupations, Instructional Materials, Entry Workers, Employment Qualificatons, Learning Activities
Identifiers: State, Proposal

Entry positions and career ladders in real estate and business/personal service will be identified; competencies, instructional objectives, and learning activities and resources will be developed for curriculum guides in marketing and distribution. The materials will be prepared for field testing. Progress reports and final reports will be delivered.

000066
Automotive-Petroleum Curriculum Research.
Project Director: Harris, E. Edward
Organization: Northern Illinois University, Wirtz Hall 323, DeKalb, IL 60115
Telephone: (815) 753-1664
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-33-10-X-0422-318
Funding Period: Start Date 15 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $21,479
Descriptors: *Curriculum Guides, *Competency Based Education, *Petroleum Industry, *Career Ladders, *Distributive Education, *Auto Mechanics, Instructional Materials, Inservice Teacher Education, Entry Workers, Employment Qualifications, Secondary Education, Promotion Occupational
Identifiers: State, Proposal

Competencies essential for the most common entry-level jobs in automotive-petroleum occupations and the most common career ladders and criteria for promotion will be identified. A curriculum guide that includes measurable objectives, suggested teaching strategies, and a list of available resources will be developed. Initial steps to design and implement a statewide computerized system to measure the impact of competency-based curriculum guides on employability of students will be undertaken. Inservice training materials will be printed and training conducted. A final report will be delivered.

000067
Curriculum Development for Bank Teller Using Vocational Technical Education Consortium of States (V-TECS) Catalogs.
Project Director: Gail, Moran; Katzmarek, Marsha W.
Organization: DuPage Area Vocational Education Authority Center, 301 North Swift Road, Addison, IL 60101
Telephone: (312) 620-8770
Sponsoring Agency: Illinois State Dept. of Education, Springfield
Contract/Control No.: R-33-10-X-0442-330
Funding Period: Start Date 19 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $23,529
Descriptors: *Curriculum Guides, *Competency Based Education, *Banking, Curriculum Development, Entry Workers, Employment Qualifications, Resource Materials
Identifiers: State, Proposal

An updated curriculum guide for bank tellers using V-TECS will be produced. The guide will contain resources and materials to provide youth and adults with a means of obtaining job entry skills in bank teller operations and vocational teachers with improved teaching techniques and material resources for classroom use that are adaptable for both individualized and traditional instruction. A random selection of banking industry representatives will verify objectives. Statewide workshops for articulation and dissemination of the guide will be completed; 750 copies of the guide will be produced. A final report will be written.

KANSAS

Research (Sec. 131)

000074
Occupational Profiles.
Organization: Unified School District 232, Desoto, KS 66018
Telephone: (913) 585-1141
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-01
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,869 (Charged to FY 1979)
Descriptors: *Occupational Information, *Employment Opportunities, Manpower Needs, Demand Occupations, Employment Projections
Identifiers: *Emerging Occupations, State, Proposal
Descriptive Note: This project also received $575 in local funds for FY 1979

Occupational profile books will be constructed and disseminated to Kansas schools and participating agencies for existing and emerging occupations identified as having favorable employment opportunities. Data will be collected, compared to classified ads, and recorded for analysis and projection. An occupational profile will be prepared for each area in book form showing projected demand and wages as they relate to poverty guidelines.

000075

Research Study To Determine the Extent to Which Gifted and Talented Students Can Be Educationally Served by Vocational Schools or Vocational Programs at the Elementary or Secondary Level.

Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS 66506
Telephone: (913) 532-5797
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-03
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,667 (Charged to FY 1979)
Descriptors: *Program Evaluation, *Talents, *Academically Gifted, *Program Development, School Surveys, Enriched Programs
Identifiers: State, Proposal
Descriptive Note: This project also received $7,232 in local funds for FY 1979

The role of vocational education in programs for the gifted and talented will be determined through surveys of existing schools and programs in the states. A plan or model for a pilot project will be developed and a closer working relationship among schools, business, faculty, and parents will be established. Project personnel will evaluate the survey information; visit programs; and plan, organize, and assess the need for a pilot program in Kansas. The model or plan will be published.

000076

Postsecondary Vocational-Technical Articulation Model for Kansas Area Vocational Technical Schools and Community Colleges.

Project Director: Hooper, James
Organization: Seward County Community Junior College, Liberal, KS 67901
Telephone: (316) 624-5678
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-08
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $9,362 (Charged to FY 1979)
Descriptors: *Articulation Program, *College School Cooperation, *Cooperative Planning, Secondary Education, Postsecondary Education, Models, Community Colleges, Economic Factors, Shared Services
Identifiers: State, Proposal
Descriptive Note: This project also received $9,362 in local funds for FY 1979

A model for cooperative training arrangements between area vocational schools and community colleges will be developed to eliminate duplication and improve attitudes toward vocational training. A statewide task force will identify problems of cooperation and work out cooperative arrangements. Solutions will be identified for shrinking enrollments, economic problems resulting from inflation and recession, restricted funding, and uses of resources in providing postsecondary level vocational training.

000077

Kansas Solar Technology Manpower Training Study.

Organization: Seward County Community Junior College, Liberal, KS 67901
Telephone: (316) 624-1951
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-09
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $9,625 (Charged to FY 1979)
Descriptors: *Learning Modules, *Educational Needs, *Solar Radiation, *Manpower Needs, Instructional Materials, Postsecondary Education, Skill Analysis, Occupational Information
Identifiers: State, Proposal
Descriptive Note: This project also received $9,625 in local funds for FY 1979

The project will provide information for incorporating solar training modules into vocational and technical and community college curricula in the state. This information will provide jobs for individuals in a new technology and assist in energy needs. A survey will be conducted to determine solar equipment demands and manufacturers' projected market expansion; a representative cross section of consumer demand studies will be reviewed and analyzed, and a skills analysis will be conducted of the installation, maintenance, and repair of solar systems to make available data for projecting solar manpower needs in Kansas and for identifying the type of training needed to supply those needs.

000078

Evaluation of Volunteer Industry Involvement in Kansas Vocational Technical Schools.

Project Director: Meisner, Robert
Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS 66506
Telephone: (913) 532-5896
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-13
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $10,388 (Charged to FY 1979)
Descriptors: *Program Evaluation, *School Business Relationship, *Educational Quality, Program Planning, Graduate Surveys
Identifiers: State, Proposal
Descriptive Note: This project also received $4,556 in local funds for FY 1979

The relationship of industry involvement to the quality of vocational education and the kinds of involvement that contribute most will be determined to provide data for decision making. How volunteer industry involvement contributes to Kansas vocational technical education will be determined by economic returns to programs, economic returns to program completers, and evaluations of program completers by their employers. The kind of volunteer industry involvement will be determined by program for fifty programs chosen from the fourteen Kansas area vocational technical schools. A Delphi committee of area vocational school directors will determine criteria for involvement, and the Minnesota Scale will be used to measure how satisfactory jobs are.

000079

Computerized Kansas Program Assistance and Review (K-PAR) Instruments - Phase 2.

Project Director: Scott, Robert E.
Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS 66506
Telephone: (913) 532-5939
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-14
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,087 (Charged to FY 1979)
Descriptors: *Data Bases, *Data Analysis, *Measurement Instruments, *Program Evaluation, Decision Making, Program Planning, Evaluation Methods
Identifiers: State, Proposal
Descriptive Note: This project also received $2,266 in local funds for FY 1979

The interpretation of collected data for the state plan for vocational education will be expedited, and a data base will be provided for local and statewide decision making concerning vocational programs. Evaluations will be performed at the local education agencies by state vocational education staff, and collected data will be sent to Kansas State University for processing. Required evaluation forms and instruments will be modified, revised, and duplicated; statistical scales will be keypunched, verified, and developed; and a reliability and factor analysis will be performed on instruments and employer satisfaction forms. Required computer programming will be developed, and raw data will be extrapolated. Onsite school visits will be conducted to

verify reported data.

000094

Occupational Employment Statistics Support.
Project Director: Rice, Fred
Organization: Kansas State Department of Education, Department of Human Resources, Topeka, KS 66603
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-131-17
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $25,000 (Charged to FY 1979)
Descriptors: *Occupational Surveys, *Employment Projections, *Manpower Needs, State Agencies, Career Counseling, Career Planning, Interagency Cooperation
Identifiers: State, Proposal

Analyzed data on manpower supply and projected manpower needs will be disseminated to state planners, managers, and interviewers to facilitate state planning, development, and use of training resources. Counselors will be supplied with information to assist students in making career choices; business location and expansion in Kansas will be enhanced through the availability of reliable occupational supply data; and faster communication, coordination, and cooperation will occur among various state agencies providing training programs. Three staff persons will design an instrument to survey manufacturing, nonmanufacturing, and trade and regulated industries to identify their employment needs.

Exemplary and Innovative (Sec. 132)

000080

Multicampus Pilot Project for the Training of Drilling, Well Servicing, and Pumping Personnel for the Petroleum Industry of Kansas.
Project Director: Gallentine, Jerry L.
Organization: Barton County Community College, Great Bend, KS 67530
Telephone: (316) 792-2701
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-132-01
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,108 (Charged to FY 1979)
Descriptors: *Adult Education, *Petroleum Industry, *School Business Relationship, *competency Based Education, *Inservice Programs, Teaching Techniques, Audiovisual Aids
Identifiers: State, Proposal
Descriptive Note: This project also received $23,305 in local funds for FY 1979

Adults already employed by the petroleum industry will be trained or upgraded in a criterion-referenced program which will be a model for cooperative efforts between private industry and public education institutions for training petroleum-related personnel. Inservice instructional delivery systems will be analyzed, a series of successful instructional techniques will be developed, and audiovisual aids will be tested. Training will be conducted on three separate campuses with each program designed to serve the needs of industry in the area. Controls, records, and supervision will be maintained at each site, and techniques will be duplicated for statewide dissemination.

000081

Integrating Computer Programming into Vocational Curriculum.
Project Director: Dempsey, Willard F.
Organization: Unified School District 503, Parsons, KS 67357
Telephone: (316) 421-3660
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-132-03
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $12,569 (Charged to FY 1979)
Descriptors: *Computer Science, *Office Occupations Education, Nontraditional Occupations, Secondary Education, Teaching Skills, Training Techniques, Males
Identifiers: State, Proposal
Descriptive Note: This project also received $7,450 in local funds for FY 1979

A model program for integrating computer technology into regular office education programs and for including more males into nontraditional occupations will be developed; computer technology as a basic skill also will be developed. Interest and enrollment in office education at the secondary level and saleable skills of graduates will be increased. Teaching skills in microcomputer operation for ongoing and future business courses will be developed, and training procedures for students in microcomputer operations will be established. An information brochure will be disseminated statewide, and three workshops will be held at Parsons High School.

Curriculum Development (Sec. 133)

000082

Revising and Updating Vocational Agriculture Core.
Project Director: Field, Ralph G.
Organization: Kansas State University, Department of Adult and Occupational Education. Holton Hall, Manhattan, KS 66506
Telephone: (913) 532-5535
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-01
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,670 (Charged to FY 1979)
Descriptors: *Instructional Materials, *Curriculum Evaluation, *Core Curriculum, *Units of Study, *Agricultural Education, Curriculum Development, Secondary Education, Postsecondary Education, Course Content
Identifiers: State, Proposal
Descriptive Note: This project also received $1,888 in local funds for FY 1979

Updated vocational agriculture curriculum materials will be available to all secondary and postsecondary vocational agriculture programs, and 155 secondary vocational programs serving 9,000 students will be provided with a revised curriculum as a basic text. Instructional units will be evaluated and subsequently updated and revised; subject matter will be validated. Approval of the revised units containing at least 60 percent of the instruction required will be obtained from Kansas Vocational Agriculture Teachers Association.

000083

Develop a Competency-Based Handbook for Beginning Vocational Teachers.
Project Director: Claycomb, Donald
Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS 66506
Telephone: (913) 532-5535
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-04
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,139 (Charged to FY 1979)
Descriptors: *Faculty Handbooks, *Competency Based Teacher Education, *Beginning Teachers, *Vocational Education Teachers, Staff Development, Behavioral Objectives
Identifiers: State, Proposal
Descriptive Note: This project also received $4,428 in local funds for FY 1979

A competency-based handbook will be developed to assist beginning vocational teachers and improve their effectiveness and to assist in reducing the vocational teacher turnover rate in Kansas. Additionally, the efficiency of state staff charged with providing supervision and inservice training will be increased. A committee of selected vocational teachers will assist in developing the handbook which will be refined by state staff and published.

000085

Revising and Updating the 1972 'Business Education Guidelines Handbook'.
Project Director: Walters, George
Organization: Emporia State University, Business Education

Department, Emporia, KS 66801
Telephone: (316) 343-1200
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-06
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,650 (Charged to FY 1979)
Descriptors: *Faculty Handbooks, *Guidelines, *Business Education, Curriculum Guides, Business Education Teachers, Teacher Education, Instructional Materials
Identifiers: State, Proposal
Descriptive Note: This project also received $1,750 in local funds for FY 1979

An updated and revised business education guidelines handbook will be available to each institution in Kansas that teaches business education and to each business education instructor for planning, teaching, and evaluating. Consultants for the original handbook, developed in 1972, will be retained and a writer's commission composed of vocational and nonvocational business educators formed to write the revised and updated handbook. The handbook will contain curriculum descriptions and guidelines for business education and business occupations courses and progress in Kansas for use in local and statewide vocational education planning, curriculum, and instructional materials development, teacher education, and evaluation.

000086

Updating, Improving, Expanding, and Evaluating Vocational Curriculum Dissemination in Kansas.
Project Director: Slapar, Frank
Organization: Pittsburg State University, Kansas Vocational Curriculum Dissemination Center. Pittsburg, KS 66761
Telephone: (316) 231-7000
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-07
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $39,942 (Charged to FY 1979)
Descriptors: *Instructional Materials, *Instructional Materials Centers, Administrative Personnel, Inservice Teacher Education
Identifiers: State, Proposal
Descriptive Note: This project also received $21,985 in local funds for FY 1979

Curriculum materials to improve vocational programs in Kansas will be accessible to administrators and instructors through local education agencies, and dissemination of materials developed statewide will reduce duplication. In providing the curriculum materials, the Kansas Vocational Curriculum Dissemination Center will increase and expand its search capabilities locally, statewide, and nationally; review incoming materials for sex bias and sex-role stereotyping; and develop materials which are not available. Instructors will be assisted through the use of inservice activities which will aid administrators and instructors in curriculum materials usage, development, and acquisition.

000087

Development of Competency-Based Curricula for Secondary Business Occupations in Kansas.
Project Director: Groneman, Nancy
Organization: Emporia State University, Business Education Department, Emporia, KS 66801
Telephone: (316) 343-1200
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-08
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,000 (Charged to FY 1979)
Descriptors: *Program Planning, *Business Education, *Office Occupations, *Curriculum Guides, *Competency Based Education, *Rural Schools, Curriculum Development, Manpower Needs
Identifiers: State, Proposal
Descriptive Note: This project also received $440 in local funds for FY 1979

A series of validated curriculum guides for noncooperative business occupations will be developed for rural areas that do not have the resources for cooperative education. The guides will include occupations for which workers will be prepared, methods used, sequenced and leveled standard courses, standardized competency areas developed in the program, and teacher qualifications. Programs to lessen sex stereotyping in office occupations will be developed, and alternate programs to lessen competition for students in cooperative education will be provided. Project staff and an advisory committee will analyze existing curricular efforts and manpower data; competency-based curriculum will be developed, reviewed, and evaluated by staff, outside resource consultants, and the project advisory committee.

000088

Updating the Kansas Young Farmer and Young Farm Wives Resource Personnel Directory.
Project Director: Welton, Richard F.
Organization: Kansas State University, Department of Adult and Occupational Education. Manhattan, KS
Telephone: (913) 532-5535
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-09
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,503 (Charged to FY 1979)
Descriptors: *Directories, *Instructional Materials, *Student Organizations, *Young Farmer Education, Curriculum Development, Program Evaluation, Postsecondary Education
Identifiers: State, Proposal
Descriptive Note: This project also received $399 in local funds for FY 1979

Revised and up-to-date curriculum materials for Young Farmer and Young Farm Wives programs will be provided to increase the number and improve the quality of these postsecondary level programs in Kansas. The programs will be revised based on the Young Farmer and Young Farm Wives program assessment performed in fiscal year 1979. The resource personnel directory will be revised and updated and copies made available to chapter members.

MINNESOTA

Research (Sec. 131)

000099

MRDC Basic Grant, Vocational Education Research.
Project Director: Smith, Brandon B.
Organization: University of Minnesota, Minnesota Research and Development Center, B-12 Fraser Hall, Minneapolis, MN 55455
Telephone: (612) 376-8005
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: (01-R-80)MN/80/94-482/0/1-R-131
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $143,000
Descriptors: *Research Utilization, *Technical Assistance, Special Services
Identifiers: State, Proposal

Technical consultation and transportable products or procedures will be provided to producers and consumers of research-related materials to stimulate and facilitate research and development activities in Minnesota. Group meetings, data collection and analysis, onsite testing, library search, and individual study will be used to procure and disseminate research information to improve vocational education programs and improve service to special needs students in vocational programs.

000100

Study of the Organizatinal Structures and Management Systems of Four Special Projects: Minnesota Instructional Materials Center, Vocational Student Organizations Center, Statewide Curriculum Articulation Center, and Vocational Agricultural Coordinators.
Project Director: Mccormick, Fred C.
Organization: Educational Operations Concepts, Inc, 1400 Brompton, Saint Paul, MN 55108
Telephone: (612) 644-5325
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract/Control No.: 47600 and 47601
Funding Period: Start Date 15 Aug 79; End Date 15 Nov 79
Fiscal Year Funding: $11,895
Descriptors: *Delivery Systems, *Systems Analysis, *Management Systems, *Program Evaluation, *Organizational Effectiveness, Program Planning
Identifiers: State, Proposal

The study results of the four projects and the recommendations will provide the division of vocational-technical education, the state department of education, and the Minnesota legislature with bases for planning. The study will provide documentation and analysis of the services delivery system of each project; analysis of the organizational structures, management systems, and funding patterns; and recommendations and alternatives regarding future need for these services.

000101

State-of-the-Art Study of Industrial Arts Secondary Vocational Technical Occupations.
Project Director: McCormick, Fred
Organization: Educational Operations Concepts, Inc, St. Paul, MN 55108
Telephone: (612) 644-5325
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 02-R-80
Funding Period: Start Date 01 Feb 80; End Date 30 Nov 80
Fiscal Year Funding: $10,000
Descriptors: *State Of The Art Reviews, *Industrial Arts, *Long Range Planning, Decision Making, Educational Planning
Identifiers: State, Proposal

A state-of-the-art study will be conducted to identify program and staff problems in industrial arts due to funding, declining student enrollment, increasing fiscal constraints, and other issues. Study results will provide industrial arts teachers, local administrators, industrial teacher educators, legislators, and the state department of education with data and information for use in decision making and long-range planning.

MISSISSIPPI

Research (Sec. 131)

000106

Vocational-Technical Education Consortium of States (V-TECS) (Continuation).
Project Director: Shill, James F.
Organization: Mississippi Research and Curriculum Unit for Vocational and Technical Education. Drawer DX, Mississippi State, MS 39762
Telephone: (601) 325-2510
Sponsoring Agency: Mississippi State Dept. of Education, Jackson
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $31,180
Descriptors: *Task Analysis, *Behavioral Objectives, *Criterion Referenced Tests, * *Competency Based Education, *Task Performance, Check Lists
Identifiers: *Vocational Technical Education Consortium States, State, Proposal

Task statement booklets by job titles, a catalog of performance objectives, criterion-referenced measures, and performance guides will be developed. The preliminary list of tasks, equipment, and tools will be developed through worker interviews; a sample of incumbent workers in selected jobs will be surveyed to validate the inventory. Survey data will be analyzed and computerized to determine content of the catalog, which will be field reviewed with curriculum and instructional personnel, published, and distributed. State-of-the-art reports will be written.

000107

Research Coordinating Unit (Continuation).
Project Director: Shill, James
Organization: Mississippi Research and Curriculum Unit for Vocational and Technical Education. Drawer DX, Mississippi State, MS 39762
Sponsoring Agency: Mississippi State Dept. of Education, Jackson
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $149,603
Descriptors: *Research Coordinating Units, *Needs Assessment, *Teacher Education, * *Research Proposals, *Research Projects, Use Studies, Educational Finance, Curriculum Development, Attitudes
Identifiers: State, Proposal

Three full-time persons will be available to assist state vocational personnel with research in vocational education. Research coordinating unit (RCU) activities will include assisting in research proposal development; developing and disseminating requests for proposal guidelines; providing contractual agreements; assisting the state division of vocational education in conducting research studies concerning local programs, teacher education, or attitudinal studies; conducting computer searches and needs assessments; reviewing research proposals and making recommendations; assisting the state department of education in reviewing and revising the vocational reimbursement formula for Mississippi; and conducting an RCU impact study.

Curriculum Development (Sec. 133)

000108

Curriculum Development.
Project Director: Shill, James F.
Organization: Mississippi Research and Curriculum Unit for Vocational and Technical Education. Drawer DX, Mississippi State, MS 39762
Telephone: (601) 325-2510
Sponsoring Agency: Mississippi State Dept. of Education, Jackson
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $359,128
Descriptors: *Instructional Materials, *Home Economics Education, *Trade and Industrial Education, *Distributive Education, *Agriculture Education, *Business Education, Secondary Education, Postsecondary Education, Office Occupations Education, Industrial Arts, Core Curriculum
Identifiers: State, Proposal

Five full-time professional staff members will compile, develop, or purchase curriculum materials for home economics, secondary and postsecondary trade and industrial education, distributive education, and special vocational programs; other personnel will be contracted with as needed to develop materials in agriculture, business and office education, industrial arts, and guidance. Two- to three-day workshops will be held to disseminate the developed materials which include a home economics core curriculum, curricula in child care and basic agriculture, handbooks for cooperative education and business and office education, and a distributive education guide.

NEBRASKA

Research (Sec. 131)

000116

Employer Follow Up.
Project Director: Klabenes, Robert E.
Organization: Southeast Community College, Milford, NE
Sponsoring Agency: Nebraska State Dept. of Education, Lincoln
Contract/Control No.: 131-80-02
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $5,000
Descriptors: *Followup Studies, *Employers, *Vocational Followup, Standards, Data Collection, Postsecondary Education, Work Attitudes, Job Skills, Task Performance, Evaluation Methods
Identifiers: State, Proposal

An employer follow-up system to solicit information from employers on postsecondary vocational program completers relative

to work attitudes, technical skills and knowledge, and work quality standards will be designed and tested. Survey questionnaires will be constructed to solicit descriptive data from a stratified sample of 600 employers who regularly recruit program completers from the Milford campus. Descriptive evaluation procedures and analyses will be used.

NEVADA

Exemplary and Innovative (Sec. 132)

000004

Development of Improved Curriculum Materials and Computer-Assisted Instruction Software for the Solar Energy Technology Program.

Project Director: Comarow, David
Organization: Clark County Community College, 3200 East Cheyenne Avenue, North Las Vegas, NV 89030
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-CCCC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $12,286
Descriptors: *Computer Assisted Instruction, *Solar Radiation, *Paraprofessional Personnel, *Laboratory Manuals, Computers, Curriculum Development
Identifiers: State, Proposal

The capabilities of computer-assisted instruction (CAI) will be expanded to include units in space heating systems, passive systems, swimming pool systems, and control systems to improve the preparation of solar energy technicians. The feasibility of loading the CAI package on a minicomputer will be studied and tested. Two existing texts will be rewritten to interface with laboratory equipment capability, and laboratory manuals for two courses will be produced.

000005

Improvement of Dental Radiology Courses.

Project Director: Koot, Adele C.
Organization: Clark County Community College, 3200 East Cheyenne Avenue, North Las Vegas, NV 89030
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-CCCC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $16,229
Descriptors: *Dental Hygienists, *Dental Assistants, *Allied Health Occupations Education, *Radiology, *Laboratory Equipment, Curriculum Development
Identifiers: State, Proposal

A component in the use of panoramic x-ray techniques will be added to the dental hygiene program to increase the employability of dental hygienists and assistants. Curriculum materials related to the use of the equipment will be developed, tested, revised, and disseminated. Effectiveness of instruction will be evaluated based on students' performance.

000006

Dental Health Education Program for the Licensed Practical Nursing Student.

Project Director: Briggs, Susan; Griego, Elizabeth
Organization: Clark County Community College, 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-CCCC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $715
Descriptors: *Dental Health, *Practical Nurses, *Videotape Recordings, Curriculum Development, Allied Health Occupations Education
Identifiers: State, Proposal

A curriculum component and videotapes will be developed in dental health care to improve the ability of licensed practical nurses (LPN) to provide dental health care for in-hospital patients, including care and cleaning of teeth and use of dental appliances. Pre- and posttests will be used to establish competency levels of student LPNs. Information about the curriculum and videotapes will be disseminated to other LPN programs in Nevada.

000007

Vocational Program in Microcomputer Technology.

Project Director: Groth, George
Organization: Carson City School District, P.O. Box 603, Carson City, NV 89701
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-CC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $3,546
Descriptors: *Computers, *Electronics, *Instructional Materials, *Learning Activities, Secondary Education, Material Development
Identifiers: State, Proposal

A microcomputer will be installed in the electronics laboratory and teaching materials will be developed to expand the secondary electronics program and increase the employability of students completing the program. Program effectiveness will be based on student learning in the new area. A final report will be delivered.

000009

Development of an Individualized Medical Typing Course for the Associate in applied Science Degree in Office Administration.

Project Director: Dain, JoAnn
Organization: Western Nevada Community College, P.O. Box 3479, Reno, NV 89505
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676-WNCC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $2,000
Descriptors: *Individualized Curriculum, *Typewriting, *Office Occupatons Education, *Allied Health Occupations Education, Associate Degrees, Curriculum Development, Typists, Stenographers, Secretaries, Medical Vocabulary
Identifiers: State, Proposal

An individualized medical office transcription and typing curriculum for the office administration program leading to the associate in applied science degree will be developed, installed and evaluated. Published materials usable in the development of the course will be identified and evaluated, and measureable objectives to be achieved will be developed.

NORTH DAKOTA

Exemplary and Innovative (Sec. 132)

000008

Determining Vocational Needs of Handicapped and Disadvantaged Students.

Project Director: Mergenthal, Roger
Organization: Valley City Vocational Center, Valley City, ND 58072

Telephone: (701) 845-0256
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-91
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,450
Descriptors: *Guidelines, *Needs Assessment, *Disadvantaged Youth, *Educational Needs, *Special Education, *Exceptional Persons, Secondary Education, Inservice Teacher Education
Identifiers: State, Proposal

Procedures or guidelines will be developed to assist local education agencies or vocational centers in determining vocational needs of special need students prior to their enrollment. Evaluation visits will be made to schools participating in the Valley City Multi-District Vocational Center to develop systematic processes for determining the

numbers and vocational needs of handicapped and disadvantaged students. Inservice sessions addressing specific needs of handicapped and disadvantaged students will be provided for vocational education staff. These measures will contribute to groundwork for curriculum modification to accommodate special needs students.

000112

Teacher Coordination Management Guide for Distributive Education Program Administration and Operation.

Project Director: Kohns, Don
Organization: North Dakota University, Grand Forks, ND 58202
Telephone: (701) 777-2518
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-96
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Distributive Education Teachers, *Instructor Coordinators, *Administrative Policy, *Program Administration, *Faculty Handbooks, * Distributive Education, On The Job Training, Occupational Information
Identifiers: State, Proposal

A management guide for North Dakota distributive education teacher coordinators will identify required administrative tasks, procedures, reports, and related forms necessary to administer a distributive education program. It will organize and sequence the tasks according to the time of the year when such tasks are accomplished or required and will provide information necessary to complete the tasks. In addition, the guide will contain information on employment regulations, wage and hour laws, safety requirements, and equal employment opportunity provisions; guidelines and membership information on the Distributive Education Clubs of America program; and policies and suggested training plan agreements for on-the-job training or internships. One hundred copies of the guide, which will be updated each year, will be disseminated to distributive education teachers at the All-Service Conference.

000011

Revision of Vocational Cooperative Occupational Handbook.

Project Director: Navara, James L.
Organization: North Dakota University, Grand Forks, ND 58201
Telephone: (701) 777-2518
Sponsoring Agency: North Dakota State Board For Vocational Education, Bismarck
Contract/Control No.: RR-97
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000
Descriptors: *Manuals, *Cooperative Education, *occupational Information, *Material Development
Identifiers: State, Proposal

The cooperative occupational handbook will be revised to reflect recent changes, printed, and distributed at the Vocational Education All-Service Conference in Bismark, August 1980. Five hundred copies will be printed.

PENNSYLVANIA

Research (Sec. 131)

000127

Evaluation of the SUN AVTS Twelfth Year Program (Continuation).

Project Director: Toole, Patrick
Organization: Central Susquehanna Intermediate Unit 16, P.O. Box 213, Lewisburg, PA 17837
Telephone: (717) 524-4431
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9802
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $26,500 (Charged to FY 1979)
Descriptors: *Student Attitudes, *Program Evaluation, *Social Adjustment, Student Adjustment, Secondary Education, Grade 12, Grade 11, Comparative Analysis
Identifiers: State, Proposal

A pre- and posttest control group design will be used to obtain data to make programmatic decisions. A new twelfth-year program will be evaluated against a control group consisting of students in eleventh and twelfth grades who attend the approved AVTS two-week-about schedule. The study will determine if students enrolled in the twelfth year program have different attitudes and social adjustment and better skills and trade knowledge than the control group. Student enrollment in the school will be increased, and vocational education will be made available to underserved segments of the school population: handicapped, terminal, and college preparatory students and potential dropouts. The project will enable students to delay making a final career choice until age sixteen or seventeen.

000128

Competency Levels in Agricultural Mechanics Needed and Possessed by Teachers of Vocational Agriculture in Pennsylvania.

Project Director: Buriak, Philip
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9806
Funding Period: Start Date 22 Oct 79; End Date 30 Apr 80
Fiscal Year Funding: $1,130 (Charged to FY 1979)
Descriptors: *Educational Assessment, *Vocational Education Teachers, *Agricultural Production, *Teaching Skills, Horticulture, State Surveys, Teaching Experience, Professional Training, Teaching Assignment, Agricultural Education
Identifiers: State, Proposal

A random sample of vocational agriculture instructors employed in approved agricultural mechanics, agricultural production, and horticulture programs will be surveyed by mail to determine the level or degree of competence needed and possessed by agriculture instructors in agriculture mechanics skills, abilities, and understandings; where instructors were trained; and the effect of age, high school training in vocational agriculture, college training in agriculture mechanics, years of experience teaching vocational agriculture, and type of vocational agriculture program taught. Nonrespondents will receive follow-up mailings or will be contacted directly. Study findings will be compared with the findings of Hoerner's 1968 study. Five copies of a final report will be sent to the Research Coordinating Unit.

000016

Distributive Education Clubs of America (DECA) Leadership Training and Post-High School Leadership Roles.

Project Director: Kinter, Ona K.
Organization: Butler County Area Vocational Technical School, 161 New Castle Road, Butler, PA 16001
Telephone: (412) 282-0735
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9807
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $1,634 (Charged to FY 1979)
Descriptors: *Distributive Educaton, *Youth Clubs, *Leadership Qualities, *Graduate Surveys, *Correlation, Youth Leaders, Community Leaders, Student Leadership, Citizenship Responsibilities
Identifiers: *Distributive Education Clubs of America, State, Proposal

Two groups of state officers of the Pennsylvania Association of DECA who served in 1970-71 through 1973-74 and 1974-75 through 1977-78 will be surveyed by questionnaire to determine if they continued beyond high school graduation to demonstrate leadership in business, postsecondary institutions and the community; the extent to which they attribute development of leadership skills to membership in DECA; and the effects of DECA and the distributive education

program on occupational understanding, civic consciousness, social intelligence, and leadership skills. The questionnaire will be validated by a jury of judges and field tested by former officers of local DECA chapters. Data will be presented in a descriptive statistical format. A final report will be delivered.

000017

Survey of Vocational School Teachers' Attitudes toward Hearing Imparied Students and Their Knowledge of Special Education Needs of These Students.

Project Director: Hoover, Bette L.
Organization: Bloomsburg State College, Main and Penn Streets, Bloomsburg, PA 17815
Telephone: (717) 389-2217
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9808
Funding Period: Start Date 19 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $1,565 (Charged to FY 1979)
Descriptors: *Vocational Education Teachers, *Deafness, *Inservice Teacher Education, *Educational Needs, *Teacher Attitudes, Special Education, Surveys, Hearing Impairments, Exceptional Persons
Identifiers: State, Proposal

Vocational teachers who have at least one hearing impaired student in their classes will be surveyed to determine their attitudes toward these students and their knowledge of the special educational needs of the students. Study results will determine what types of in-service programs are needed to prepare vocational educators to serve the needs of hearing impaired students. An introductory letter will be sent to vocational school superintendents explaining the study and asking for their cooperation. No criteria for age, race, religion, educational background, or experience of the teachers will be established. A final report will be produced.

000018

Relationship of Nutrition Knowledge, Attitudes and Dietary Behavior to Commitment toward Teaching Nutrition.

Project Director: Byrd-Bredbenner, Carol
Organization: Pennsylvania State University, 207 Old Main, University Park, MD 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9809
Funding Period: Start Date 01 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $1,970 (Charged to FY 1979)
Descriptors: *Nutrition Instruction, *Correlation, *Nutrition, *Teacher Attitudes, Home Economics, Nursing, Elementary Education, Physical Education, Eating Habits
Identifiers: State, Proposal

A random sample of six groups of students who earned bachelor's degrees from Pennsylvania State University between 1968 and 1978 in home economics, nutrition, nursing, elementary education, and health and physical education will be surveyed by mail to assess their knowledge of certain nutrition concepts, attitudes toward nutrition, and commitment to teaching nutrition and to determine the relationship that exist among these factors. A final report will be written.

Exemplary and Innovative (Sec. 132)

000132

Experimental Program in Cooperative Education (Continuation).

Project Director: Eisentrout, Charles
Organization: Clearfield County Area Vocational-Technical School, R.R. 1, Box 5, Clearfield, PA 16830
Telephone: (814) 765-5308
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9802
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $29,753 (Charged to FY 1979)
Descriptors: *Cooperative Programs, *Educational Opportunities, *Rural To Urban Migration, *Rural Youth, *Student Placement, *Management Systems, Secondary Education, Educational Alternatives, Home Economics Education, Potential Dropouts, Information Dissemination, Needs Assessment, Program Effectiveness
Identifiers: State, Proposal

Programs to develop training opportunities for persons in sparsely populated areas and individuals migrating from farms to urban areas will result from this continuing project. A coordinated cooperative education program will be established, the centralized management record system will be maintained and all activities will be coordinated from a central office. Also, the vocational curriculum will be expanded to meet the educational requirements of students in all participating school districts, including students who may drop out of school for financial, domestic or scholastic problems and those who need an alternative form of education. Project staff will provide training in vocational areas not presently offered at the vocational-technical school or comprehensive high school. Results of the needs assessment conducted in the five participating school districts will be reviewed to determine availability of training stations and interests of students; coordinators assigned to specific geographic areas within the participating school districts will select training stations and place students according to their occupational objectives. Cooperative education services will be expanded to include students enrolled in the home economics program at the sending schools. A systematic public information program will be developed about the cooperative education program. will be collected continuously to evaluate program effectiveness.

000133

Implementation of a Coordinated Cooperative Education Concept in Schuylkill County (Continuation).

Project Director: Taylor, Ray L.
Organization: Schuylkill County Area Vocational-Technical School, 420 North Centre Street, Pottsville, PA 17901
Telephone: (717) 622-3350
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9803
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $37,600 (Charged to FY 1979)
Descriptors: *Cooperative Programs, *Student Placement, *Nontraditional Occupations, *Management Systems, Secondary Education, Special Programs
Identifiers: State, Proposal

A student placement system will be developed in this continuing project with emphasis on placing female students in nontraditional occupations. Project staff will further design and implement a coordinated cooperative education program for planning unit 29. The cooperative educational management system will be updated and expanded to coordinate the efforts of all existing work release programs. To identify Schuylkill County employment needs, a countywide industrial survey data collection system will be updated. The coordinated cooperative educational program will be expanded for the vocational school, twelve public school districts, and three nonpublic schools,including special education programs for the handicapped and disadvantaged. The project will involve the placement and coordination of 100 diversified occupations students and 240 capstone students (distributive education, business education, agriculture, health, home economics, and trade and industrial education) in traditional and nontraditional areas. In addition, all cooperative education students will be assisted in selecting and developing realistic occupational goals and provide for sex equity in the cooperative program.

000134

Fulton County Cooperative Education Program (Continuation).

Project Director: Leader, Charles, R.
Organization: Central Fulton School District, East Cherry Street, McConnellsburg, PA 17233
Telephone: (717) 485-3195
Sponsoring Agency: Pennsylvania State Dept. of Education, Har-

risburg
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $33,950 (Charged to FY 1979)
Descriptors: *Cooperative Programs, *Student Placement, *Management Systems, Program Effectiveness, Exceptional Persons, Disadvantaged Youth, Secondary Education
Identifiers: State, Proposal

Program effectiveness will continue to be evaluated, and the career exploration program and intermediate cooperative program will be implemented for disadvantaged and handicapped students. Co-op students will be placed in training stations with an employer in either capstone or diversified occupations (distributing, business, agriculture, health, home economics, or trade and industry) and will perform related class work in accounting, agricultural production, building trades, secretarial/stenographic, electrical trades, food service, and mechanics at the three comprehensive high schools comprising the Fulton County program. It is expected that by participating in the program students will learn about the world of work, exhibit increased academic achievement, and improve in school attendance.

Curriculum Development (Sec. 133)

000138

Field Testing of the Greenhouse Production Section of a Horticultural Laboratory Record Book for Pennsylvania (Continuation).
Project Director: Rhodes, Kenneth B.
Organization: Pennsylvania State University, Department of Agricultural Education, 102 Armsby Building, University Park, PA 16802
Telephone: (814) 863-0443
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0003
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,840 (Charged to FY 1979)
Descriptors: *Greenhouses, *Agricultural Production, *Units Of Study, *Horticulture, *Field Studies, *Curriculum Evaluation, Curriculum Development, Academic Achievement
Identifiers: State, Proposal

A unit of instruction on potted chrysanthemum production and the greenhouse crop production section of the horticultural recordbook for Pennsylvania will be field tested to determine if a relationship exists between the use of the unit and section and student performance. The project will contribute research data on the effectiveness of reseach a supervised occupational experience program conducted at the school. A final report will be delivered.

000140

Vocational-Technical Education Consortium of States (V-TECS) Catalog Development—Solar Heating Mechanic.
Project Director: Jacobs, Dan K.
Organization: Associated Educational Consultants, Inc, McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9822
Funding Period: Start Date 01 Jul 79; End Date 31 Dec 80
Fiscal Year Funding: $2,152 (Charged to FY 1979)
Descriptors: *Behavioral Objectives, *Solar Radiation, *Task Performance, *Criterion Referenced Tests, *competency Based Education, Occupational Surveys, Check Lists, Secondary Education, Postsecondary Education
Identifiers: Solar Heating Mechanics, *Vocational Technical Education Consortium States, States, Proposal

A second mailing of a survey to incumbent workers will be initiated to establish the validity of tasks performed by solar heating mechanics. Response booklets will be forwarded to central V-TECS in Atlanta for processing. Resulting data will be used by a writing team to complete the development of the catalog containing duties, tasks, performance objectives and performance guides.

000141

Vocational-Technical Education Consortium of States (V-TECS) Catalog—Heavy Equipment Mechanic.
Project Director: Jacobs, Dan K.
Organization: Associated Educational Consultants, Inc, McKnight and Pine Creek Roads, P.O. Box 15073, Pittsburgh, PA 15237
Telephone: (412) 931-2244
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9823
Funding Period: Start Date 01 Jul 79; End Date 31 Dec 79
Fiscal Year Funding: $2,998 (Charged to FY 1979)
Descriptors: *Behavioral Objectives, *Task Performance, *Criterion Referenced Tests, *Competency Based Education, *Mechanics Process, Check Lists, Secondary Education, Postsecondary Education
Identifiers: *Vocational Technical Education Consortium States, Heavy Equipment Mechanics, State, Proposal

A writing team will prepare performance objectives and guides to complete the development of a V-TECS catalog for heavy equipment mechanic. The resulting material will be compiled for field review, revision, and final catalog production.

000142

Interstate Distributive Education Curriculum Consortium (IDECC) Membership (Continuation).
Project Director: Gleason, James R.
Organization: Ohio State University, 1166 Chesapeake Avenue, Columbus, OH 43210
Telephone: (614) 486-6708
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9826
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,750
Descriptors: *Consortia, *Distributive Education, *Interstate Programs, *Instructional Materials, *Educational Resources, Curriculum Development, Material Development
Identifiers: State, Proposal

Pennsylvania's membership in IDECC will be maintained to provide distributive education teacher-coordinators with access to updated IDECC materials at minimum expense. In addition to the subscription service, membership provides classroom management ideas, newly developed implementation materials, a quarterly newsletter, and general classroom supporting materials.

000143

In-service Training for Competency-Based Vocational Education.
Project Director: Risbon, Joseph
Organization: Bethlehem Area Schools, 3300 Chester Avenue, Bethlehem, PA 18017
Telephone: (215) 866-8013
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9819
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000 (Charged to FY 1979)
Descriptors: *Inservice Teacher Education, *Competency Based Education, *Evaluation Criteria, *Learning Modules, Educational Objectives, Curriculum Development, Student Records, Individualized Programs, Teacher Developed Materials
Identifiers: State, Proposal

In-service training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. Performance objecives will be written for all competencies, self-paced learning activities containing meaningful evaluations will be used, designed, and written. Accountability records of student progress will be maintained. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An in-service workshop will be conducted to explain and implement techniques and procedures for writing competency-based materials. Each instructor will be given release time to develop the materials.

TENESSEE

Curriculum Development (Sec. 133)

000149

Curriculum Development and Dissemination in Parenthood Education and Family Living.
Project Director: Field, Suzanne
Organization: Shelby State Community College, Memphis, TN 38104
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0585
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $123,094 (Charged to FY 1979)
Descriptors: *Family Life Education, *Parenthood Education, *Competency Based Education, *Instructional Materials, *Articulation Program, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in parenthood education and family living, addressing each identified concept, duty, and task, and including an instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated, competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisiting of persons from secondary, postsecondary, and adult programs; appropriate state staff; representatives from business and industry; and vocational advisory groups will monitor, review, and approve the progress, reports, and products of the project.

000150

Curriculum Development and Dissemination in Industrial Arts.
Project Director: Ledford, Bill
Organization: State Technical Institute at Memphis, 5983 Macon Cove, Memphis, TN 38134
Telephone: (901) 377-4111
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0602
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $134,162 (Charged to FY 1979)
Descriptors: *Industrial Arts, *Competency Based Education, *Instructional Materials, *Articulation Program, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in industrial arts, addressing each identified concept, duty, and task, and including an instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated, competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisting of persons from secondary, postsecondary, and adult programs; appropriate state staff; representatives from businss and industry; and vocational advisory groups will monitor, review, and approve the progress, reports, and products of the project.

000151

Curriculum Development and Dissemination in Business Data Processing Systems Occupations.
Project Director: Ledford, Bill
Organization: State Technical Institute at Memphis, 5983 Macon Cove, Memphis, TN 38134
Telephone: (901) 377-4111
Sponsoring Agency: Tennessee State Dept. of Education, Nashville
Contract/Control No.: ID0603
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $145,162 (Charged to FY 1979)
Descriptors: *Data Processing Occupations, *Competency Based Education, *Instructional Materials, *Articulation Program, Curriculum Development, Teaching Guides
Identifiers: State, Proposal

A complete, articulated, competency-based curriculum in business data processing systems occupations, addressing each identified concept, duty, and task, and including an instructor's guide and student materials, will be developed by a writing team composed of instructors from each level of instruction, curriculum developers, and teacher educators. The team will be trained in developing articulated competency-based curriculum materials. The developed materials will be field tested with at least 5 percent of the targeted student population. A review team consisting of persons from secondardy, postsecondary, and adult programs; appropriate state staff; representatives from business and industry; and vocational advisory groups will monitor, review, and approve the progress reports, and products of the project.

TEXAS

Research (Sec. 131)

000155

Dissemination Conference on Occupational Research.
Project Director: Clark, Donald L.
Organization: Texas A&M University, College of Education, College Station, TX 77843
Telephone: (713) 845-5311
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230033
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $34,379
Descriptors: *Conferences, *Research Utilization, Conference Reports, Teaching Techniques, Instructional Materials, Educational Legislation, Educational Finance
Identifiers: State, Proposal

Improved teaching techniques and curriculum materials will result from a conference held to share recent research findings in occupational education and technology. Evaluations of the June 1979 dissemination conference will be analyzed and a follow-up study of participants conducted to plan and organize the February 1980 conference. Other focuses will be funding priorities for fiscal year 1981 and new legislation concerning occupational research and development. A conference report will be delivered.

000156

Identification and Analysis of New Occupations in Vocational Office Education.
Organization: Texas A&M University, College Station, TX 77843
Telephone: (713) 845-5110
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230034
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $56,993
Descriptors: *Instructional Materials, *Task Analysis, *Occupational Information, * *Office Occupations Education, Job Skills, Curriculum Evaluation, Secondary Education, Postsecondary Education
Identifiers: *Emerging Occupations, State, Proposal

Training requirements will be identified and documented for new and emerging office occupations and for existing office occupations that have not previously received placement and training emphasis. Additionally, curriculum for these areas will be evaluated and techniques demonstrated for collecting, analyzing, and applying occupational information in developing curriculum and job performance tests. A modified version of the job analytic method used to analyze jobs in the Dictionary of Occupational Titles will be used to analyze new and emerging occupations and relative job information. A large sample of incumbent workers and supervisors will be asked to identify critical work requirements for a selected office occupation. The requirements will be analyzed and the results translated into specific assignment manuals and support materials which will be available to vocational educators for use in placement, training, and instructional material development activities.

000157

Texas Industrial Arts: Search for Effectiveness.
Project Director: Baker, G. E.
Organization: Texas A&M University, College Station, TX 77843
Telephone: (713) 845-3016
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230035
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $52,418
Descriptors: *Industrial Arts, *Program Evaluation, *Career Development, *Program Effectiveness, Data Analysis, Job Placement, Educational Quality
Identifiers: State, Proposal

A statistical model to evaluate career development outcomes of industrial arts programs on a local or statewide basis will be developed. Specific factors, such as class size, facility conditions, or youth clubs, which could affect the quality of career development outcomes of industrial arts will be identified to maximize industrial arts program effectiveness and subsequently facilitate efficient placement. Initial test will be administered to both industrial arts and non-industrial arts students on a cross-sectional basis. The statistical model will be used to analyze data collected from schools at the end of the year. Findings regarding the vocational development of Texas students will be reported by demographic categories such as sex, economic status, and race.

Exemplary and Innovative (Sec. 132)

000160

Delivery of a Foundry Production Curriculum to Rural School Districts in East Texas through a Mobile Foundry Laboratory.
Project Director: Boone, James L.
Organization: Texas A&M University, College Station, TX 77840
Telephone: (713) 845-3016
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230122
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $40,738
Descriptors: *Rural Areas, *Mobile Laboratories, *Foundaries, *Industrial Arts, *Experiential Learning, Models, Career Education, Delivery Systems, School Business Relationship, Program Development, Curriculum Development, Secondary Education
Identifiers: State, Proposal

Hands-on experiences in foundry techniques will be provided to industrial education students in rural areas to increase their career awareness and employability. During the first year of the project, a mobile foundry laboratory (MFL) will be planned, designed, and constructed, using equipment supplied by the Texas chapter of the American Foundryman's Society. A curriculum to be used with the MFL will also be developed. In the spring of 1980, selected rural school districts will be invited to Texas A&M University for an introductory presentation of the MFL and the curriculum. During the next academic year school districts will apply for participation. Teacher preparation and curriculum implementation will occur during the next two academic years. This project will serve as a model of service, and curriculum delivery to rural areas as well as a model of education/industry cooperation in addressing mutual needs.

000139

Project to Improve Selection of Occupationally Competent Auto Mechanics and Building Trades Teachers (Continuation).
Project Director: Butler, M. Doule
Organization: Texas A&M University, College Station, TX 77843
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230123
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,637
Descriptors: *Building Trades, *Auto Mechanics, *Test Construction, *Vocational Education Teachers, *Teacher Qualifications, Teacher Selection, Teaching Quality, Teacher Skills
Identifiers: State, Proposal

To improve the process of determining occupational competencies of prospective auto mechanics and building trades teachers in Texas, competency tests and a system for administering them will be developed. Outstanding auto mechanics and building trades teachers will be identified, selected, and employed as consultants to provide input and assistance in test development. From the input provided, performance and written tests will be developed. The tests will be validated with small groups of selected teachers who will be trained as test monitors. School shops will be selected at three locations and arrangements made to use facilities for testing. Costs of administering the test on an individual basis will be determinied, and copies of tests and other results will be made available.

000161

Office Skills Center for Dropouts and Unskilled Adults.
Project Director: Meyer, Harry
Organization: Lockhart Independent School District, Lockhart, Tx 78644
Telephone: (512) 398-2371
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230124
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $26,361
Descriptors: *Adult Education, *Dropouts, *Skill Development, *Office Occupations Education, *Vocational Training Centers, *Disadvantaged, Job Skills, Employment Opportunities, Rural Population, Unemployed, Program Development, Basic Skills, Low Income Groups
Identifiers: State, Proposal

An office skills training center, coordinated with the ACE learning center, will be developed to serve a low-income, disadvantaged rural area with a high unemployment rate. Two two-hour sessions will be held daily, with instruction being divided into three sessions for a total of 1,840 hours. The center will be opened for eight hours daily, five days a week. Efforts will be made to coordinate vocational education and adult and continuing education where remediation of basic skills is needed. A curriculum will be developed to meet the needs of persons with special needs. As a result of the project, 50 percent of those will obtain a marketable skill; 80 percent will explore career decisions, 30 percent will develop understandings to enable them to make sound judgments; and all will explore opportunities, potential satisfactions, and related dimensions.

000162

Institutionalizing Articulation Documents and Procedures in Three Vocational-Occupational Areas and Articulating the Child Development and Welding Programs.
Project Director: Dobbs, Virginia
Organization: Dallas County Community College District, Eastfield College, Mesquite, TX 75150
Telephone: (214) 746-3198
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230125
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $48,070
Descriptors: *Articulation Education, *Welding, *Child Development, *Manuals, *College Credits, Secondary Education, Postsecondary Education, Community Colleges, Educational Quality, Technical Education
Identifiers: State, Proposal

To improve the quality of technical and occupational instruction for both secondary and postsecondary schools, the field of child development and welding will be articulated and procedures to grant college equivalency credit for competencies mastered at secondary levels will be institutionalized. These procedures will be based on proven projects and will include the continuation of an extensive communication network in the form of working committees representing all Dallas County Community College District campuses and countywide independent school districts. A manual providing comprehensive information on institutionalizing procedures will be developed.

000163

Broadening the Occupational Aspirations for Disadvantaged Youth.
Project Director: Garland, Terry
Organization: Wilmer-Hutchins Independent School District, Dallas, TX 75216
Telephone: (214) 376-7311
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230126
Funding Period: Start Date 01 Jul 70; End Date 30 Jun 80
Fiscal Year Funding: $26,193
Descriptors: *Occupational Aspiration, *Disadvantaged Youth, *Classroom Materials, *Career Education, *Integrated Curriculum, Educationally Disadvantaged, Economically Disadvantaged, Junior High Schools, High Schools, Staff Development, Needs Assessment, Career Planning
Identifiers: State, Proposal

To broaden the occupational aspirations for the disadvantaged youth of the Wilmer-Hutchins Independent School District, project staff will conduct staff development workshops for eighteen members from junior and senior high schools; provide classroom materials to infuse career awareness and planning in a variety of course areas; field test these materials using a pre- and posttest with experimental and control groups; conduct a needs assessment involving parents, students, employers, and school staff; and develop a field test report to describe the results of student testing, the needs assessment, and program implementation methods. To achieve the objectives, the district will participate in the Alliance for Career and Vocational Education at the National Center for Research in Vocational Education, the Ohio State University. The district will provide field test results and other materials to the Texas Education Agency.

000164
Implementation of Exemplary Programs and Training System for Linking Vocational Education with CETA Youth Programs in Texas (Continuation).
Project Director: Luker, William A.
Organization: North Texas State University, Denton, TX 76202
Telephone: (817) 788-2263
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230127
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,976
Descriptors: *Program Development, *Program Coordination, *Manpower Needs, *Disadvantaged Youth, *Technical Assistance, *Youth Programs, Guides, Comprehensive Programs, Youth Employment, Delivery Systems, Teacher Workshops
Identifiers: *Comprehensive Employment and Training Act, State, Proposal

Vocational educators will be assisted in the design and delivery of local services to meet the needs of labor market demands and the characteristics of CETA youth to facilitate coordination and linkage of vocational education with local CETA youth programs. The project consists of four phases. Phase 1 will involve developing and conducting a series of five planning conferences for key vocational education and employment personnel from five sites in Texas. In phase 2, a workshop guide will be prepared. The presentation of two one-day workshops will occur in phase 3. During phase 4, technical assistance will be provided to each area to implement plans. The project will highlight the model and exemplary programs developed in fiscal year 1979.

000165
Multi-Activity Approach in Career and Occupational Education for Grades 7-12.
Project Director: Corbell, Weldon
Organization: Little Elm Independent School District, Little Elm, TX 75068
Telephone: (214) 292-1847
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230128
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $23,826
Descriptors: *Small Schools, *Career Exploration, *Learning Laboratories, Career Education, Secondary Education, Drafting, Electronics, Photography, Metal Working Occupations, Woodworking, Auto Mechanics, Career Planning
Identifiers: State, Proposal

This project will demonstrate an articulated instructional approach to provide students in small schools with a progressive system for broad exploration and later concentrated study of a career area of their interest. A classroom laboratory facility will be equipped with instructional hardware to allow individuals to progress through a series of graduated individual activity learning experiences. Secondary students in grades 7-12 will explore a minimum of six career areas relative to working conditions, employment opportunities, educational requirements, and basic requisite skills. Among the areas included are woodworking, metalworking, drafting, electronics, small engine repair, and photography. This project will serve as an ongoing demonstration site for others interested in implementing such a program. Informative brochures will be published and distributed to interested local education agencies. One hundred copies of a guide will be produced to assist school boards and administrators who wish to adapt the multi-activity approach to careers and occupations.

000166
Vocational Orientation for the Hearing Impaired—Model Program.
Project Director: Burke, Douglas, J.N
Organization: El Paso Independent School District, Office of Education for the Dea, El Paso, TX 79935
Telephone: (915) 593-2442
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230129
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $27,908
Descriptors: *Program Development, *Day Schools, *Career Education, *Deaf Education, *Hearing Impairments, *Deafness, *School Orientation. Occupational Information
Identifiers: State, Proposal

A model of vocational orientation services for the hearing impaired in regional day schools will be developed. Sites will be toured and activities studied to document those activities related to occupational orientation for such students. The strengths and weaknesses of the activities will be explored and solutions and improvements sought. A model program design will be developed with input from students, personnel, and other professionals. This model program design will then be published and appropriate guidelines for implementing it outlined. This information will be disseminated to those serving hearing impaired students.

000167
Developing Disadvantaged Youth for Health Career Employment.
Project Director: Derryberry, Carla
Organization: Houston Community College System, Houston, TX 77007
Telephone: (713) 869-5021
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230130
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $28,612
Descriptors: *Disadvantaged Youth, *Employment Opportunities, *Allied Health Occupations Education, *Job Placement, *Student Employment, Remedial Programs, Entry Workers, Student Recruitment, Publicity
Identifiers: State, Proposal

Disadvantaged male and female youth will be identified and recruited for possible enrollment in established health career education programs. To accomplish this, radio ads will be written and neighborhood centers visited. After assessment and evaluation, these youths will then be placed in health career programs appropriate to their interests and abilities. Remedial instruction will be scheduled as needed. The program will thus provide entry-level jobs in the health industry for disadvantaged youth.

000168
Instructional Coordination of Petroleum Chemical and

Transportation Training.
Project Director: McLendon, B. L.
Organization: Houston Independent School Districts, Houston, TX 77027
Telephone: (713) 623-5434
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230131
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $50,039
Descriptors: *Job Training, *Transportation, *Petroleum Industry, *Chemical Industry, *Building Trades, *Vocational Training Centers, Program Planning, Occupational Clusters, Entry Workers, Secondary Education, School Business Relationship, Manpower Needs
Identifiers: State, Proposal

After extensive needs assessement to provide the necessary documentation indicating student interest in vocational technical training, the voters of the Houston Independent School District passed a $297 million planning and improvement program which included facilities to expand vocational training. This plan includes two technical centers to prepare secondary students for entry-level employment in occupational areas not previously taught in the state. One center will emphasize the transportation cluster of training programs, and the other will include building trades plus the petro-chemical programs. The appropriate staff will coordinate the activities of the related program on each campus with extensive input provided by a business and industry advisory committee for curriculum development and modification of level of instruction. Enrollment will consist of tenth, eleventh, and twelfth grade students. The model will be transferable to any similar vocational-technical training center having multiple units in a complex which serves a common segment of business and industry.

000021
Law Enforcement and Criminal Justice.
Project Director: McLendon, B. L.
Organization: Houston Independent School District, Houston, TX 77027
Telephone: (713) 623-5434
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230132
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $50,260
Descriptors: *Criminal Law, *Law Enforcement, *Career Exploration, Secondary Education, Service Occupations, Occupational Clusters, Skill Development, Employment Opportunities, Models
Identifiers: State, Proposal

A positive attitude toward law enforcement and criminal justice procedures will be developed in secondary school students; and the necessary technical knowledge, skills, and physical development will be provided to meet the employment requirements in law enforcement or related criminal justice careers. Staff will be prepared and instructional materials developed and assembled for ninth and tenth graders to explore the public service occupational cluster with emphasis on law enforcement and criminal justice. Eleventh graders will receive skill development and technical knowledge to develop entry-level skills prior to serving an internship in their senior year. This model, transferable to any metropolitan area, will be used to coordinate resources and recruit young people for a career in law enforcement.

000169
Career Mentorship Program for the Gifted and Talented.
Project Director: Hensley, James
Organization: Edinburg Independent School District, Edinburg, TX 78539
Telephone: (512) 383-0767
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230133
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $21,963
Descriptors: *Occupational Information, *Work Experience Programs, *Academically Gifted, *Talented, *Resource Room Programs, *Career Education
Identifiers: State, Proposal

A career mentorship program will be established to serve the gifted and talented, using a classroom/library resource room as headquarters. Participating students will spend two hours a day working in class or on a training site to gain career information. Students will prepare for their mentorship experiences by class discussion, research, and guest speakers and will work with one to three mentorship sponsors a year, spending about sixty hours to learn the basics of the profession. After their mentorship experiences, students will serve as resource persons for the district's career investigation classes. A pre- and post-evaluation will determine the students' net gain in career readiness.

000170
Vocationally Oriented Remedial Reading Program for Students of Limited English-Speaking Ability (Continuation).
Project Director: Van Matre, Wesley, Jr
Organization: Pharr-San Juan-Alamo Independent School District, Pharr, TX 78577
Telephone: (512) 787-4289
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230134
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,917
Descriptors: *Junior High Schools, *Non English Speaking, *Remedial Reading Programs, *Individualized Reading, *Communication Skills, *Skill Development, Educational Diagnosis, Secondary Education
Identifiers: State, Proposal

After diagnosis of the communication skills of students with limited English-speaking ability is made, each participant will receive communication skills improvement for one regular instructional period each school day during the school year. Individual assessment related to the student's needs and potential, and a training plan will be determined by the specialist and student. After a period of orientation, students will enter the room, go to their assigned instructional station, and use the software and hardware to continue the communication skills improvement activities of the instructional sequence determined by the staff. Final evaluation reports of student information and other projects data will be provided.

000022
Bilingual Education for Occupational Research and Evaluation.
Project Director: Powell, Bill
Organization: South Plains College, Levelland, TX 79336
Telephone: (806) 894-9611
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230135
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $49,046
Descriptors: *Bilingual Education, *Job Training, *Mexican Americans, *English Second Language, *Adult Education, Unemployed, Semiskilled Workers, Non English Speaking, Occupational Guidance, Counseling, Ancillary Services, Employment Opportunities
Identifiers: State, Proposal

Limited English-speaking individuals will be trained to understand, read, and write English to prepare them for employment as skilled workers, technicians, or paraprofessionals in recognized occupations or in new and emerging ones. Training or retraining will be presented in both English and Spanish by bilingual instructional teams. The total program will include career guidance, counseling, social and educational support services, and innovative training for employment. Upon completion of training, these individuals will be employed in professions other than the unskilled labor market and, with the assistance of project staff, will choose their own career. The pilot program will consist of fifteen students. Project results are expected to included the benefits of increased social stability for the trainees, a higher rate of financial compensation for their work, and increased opportunities for social assimilation while allowing participants to retain cultural distinctions.

000171

Vocational Education Program for the Rural Member of Electric Cooperatives.
Project Director: Freeman, Ronnie
Organization: Texas State Technical Institute, Sweetwater, TX 79556
Telephone: (915) 235-8441
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230136
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $7,884
Descriptors: *Cooperative, *Rural Areas, *Electricity, *Short Courses, *Solar Radiation, *Energy Conservation, Technical Institutes
Identifiers: State, Proposal

Due to increase in the cost of electricity, Texas State Technical Institute will assist four local electric cooperatives to educate their rural cooperative members in the use of solar hot water systems and energy conservation. Four twenty-four hour short courses taught by solar department instructors, one at each location, will be offered at no cost to the rural members. The curriculum for the courses was developed by the institute through a grant in 1977 and 1978. Members will learn to install a solar hot water system and to apply a variety of energy conservation techniques.

Curriculum Development (Sec. 133)

000190
Development of Instructional Materials for the Educationally Handicapped Student.
Project Director: Hayes, John H.
Organization: East Texas State University, Commerce, TX
Telephone: (214) 886-5623
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230256
Funding Period: Start Date 10 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $72,915 (Charged to FY 1979)
Descriptors: *Instructional Materials, *Allied Health Occupations Education, *Trade And Industrial Education, *Office Occupations Education, *Educationally Disadvantaged, Exceptional Persons, Audiovisual Aids
Identifiers: State, Proposal

Written and audiovisual instructional materials to prepare educationally handicapped students for jobs in health, trade and industrial, or vocational office education fields will be developed and disseminated. Additional, related instructional materials will be developed to enhance the regular and special education teacher's ability to provide a more effective vocational training program for these students.

000191
Development of Secondary and Postsecondary Vocational Instructional Materials.
Project Director: Hayes, John H.
Organization: East Texas State University, Commerce, TX
Telephone: (214) 886-5623
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230258
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $149,378 (Charged to FY 1979)
Descriptors: *Allied Health Occupational Education, *Office Occupations Education, *Auto Mechanics, *Instructional Materials, Postsecondary Education, Recreation, Individualized Instruction, Secondary Education, Material Development, Audiovisual Aids
Identifiers: Proposal, State

Student learning packages including audiovisuals will be developed for postsecondary business education programs. Individualized study guides will be written for secondary students enrolled in health occupations education and vocational office education. Also, a course outline for recreation vehicle maintenance will be produced. All materials will be developed using current occupational data and resource materials and field tested. These materials will encourage students of both sexes to enter nontraditional career fields.

000024
Vocational Instructional Services in Agricultural Education.
Project Director: Page, Foy
Organization: Texas A&M University, College Station, TX 77840
Telephone: (713) 779-3880
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230047
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $273,979
Descriptors: *Instructional Materials, *Nontraditional Occupations, *Sex Discrimination, *Vocational Agriculture, *Agricultural Education
Identifiers: State, Proposal

Curriculum materials will be developed, produced, and disseminated for overcoming sex bias in vocational education, for students enrolled in programs traditionally limited to the opposite sex, and for improving the vocational agricultural education program in the state. The Texas Education Agency will be assisted in providing inservice teacher education for using the materials. Eighty-two new and 208 revised publications, transparency, and slide sets will be disseminated.

VIRGINIA

Research (Sec. 131)

000636
Coordination of Articulation and Competency-Based Education Projects.
Project Director: Hoerner, James L.
Organization: Virginia Polytechnic Institute and State University, Blacksburg, VA 24061
Telephone: (703) 961-5319
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-131-3-AD-001
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $24,985
Descriptors: *Competency Based Education, *Articulation Education, *Models, *Institutional Cooperation, Secondary Education, Community Colleges, Inservice Education, Postsecondary Education
Identifiers: State, Proposal

A third-party agency will assist the Virginia Department of Education in this three-year project by coordinating the efficient development and implementation of four articulation and three competency-based secondary education models to be selected. Project participants will clarify model direction, provide in-service training, and provide consultation in the development of articulation agreements. In addition, participants will disseminate formats for curriculum materials, establish systematic onsite visitation schedules, and conduct continuous evaluations. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000194
Arlington Competency-Based Education Program.
Project Director: Young, William P.
Organization: Arlington School Board, 1426 N. Quincy Street, Arlington, VA 22207
Telephone: (706) 684-9000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-132-3-AD-001A
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82
Fiscal Year Funding: $33,752
Descriptors: *Competency Based Education, *Articulation Program, *Instructional Materials, *Program Development, *Inservice Teacher Education, Program Planning, Curriculum Guides, Learning Modules
Identifiers: State, Proposal

The Arlington competency-based education program will assist

Virginia school districts which teach similar vocational education courses by coordinating and articulating vocational education programs. Project staff will develop a list of tasks and performance objectives, a curriculum guide, and a set of criterion-referenced measures for each course; a system for recording student achievement; a sequence of learning activities for articulation; a procedure for coordinating and articulating among schools; a classroom delivery and management system for competency-based education; a system for curriculum and competency measurement in each vocational area; and an instructional module for updating curriculum and competency-based education requirements. Competency-based education instructional procedures will also be developed and implemented in each course and subsequently evaluated. Credit and noncredit inservice training will be conducted and teaching materials identified, procured, or developed. Technical assistance will be provided to teachers to help them incorporate competency-based education materials and develop learning modules.

000025

Implementation of a Competency-Based Instructional Program for Teachers of Vocational Education.

Project Director: Johnson, Ralph W.

Organization: Gloucester County Schools, Box 770, Gloucester, VA 23061

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract/Control No.: VA-80-C132-3-AD-001C

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82

Fiscal Year Funding: $33,000

Descriptors: *Competency Based Education, *Instructional Materials, *Program Development, Articulation Education, Secondary Education, Curriculum Guides, Teaching Procedures, Behavioral Objectives, Criterion Referenced Tests, Inservice Teacher Education, Interinstitutional Cooperation

Identifiers: State, Proposal

The implementation of competency-based education in the vocational education programs in Gloucester County will serve as a model for other school divisions. Vocational programs among schools will be articulated and coordinated. Project personnel will develop (1) a classroom delivery and management system for implementing competency-based education for each course in a vocational program; (2) curriculum guides and course outlines for all programs; (3) a procedure for coordinating and articulating vocational education programs among the junior high school, the senior high school, and the vocational-technical center; and (4) instructional procedures and teaching materials for implementing competency-based education in each course, incorporating performance objectives and criterion-referenced measures into existing instructional materials. Inservice training will be provided on the Vocational-Technical Education Consortium of States, Interstate Distributive Education Curriculum Consortium, and other competency-based materials.

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	State-of-the-Art Study of Industrial Arts Secondary Vocational Technical Occupations.	000101
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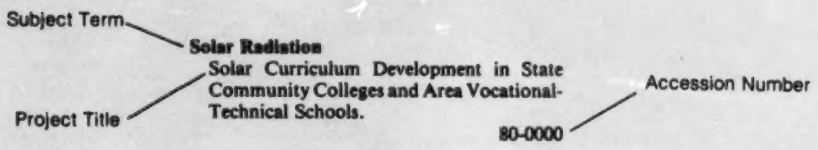

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ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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The National Diffusion Network (NDN), established in 1974, promotes the use of exemplary educational programs designed to meet the specified needs of a wide range of providers of educational services. As a nationwide delivery system NDN enables school districts to adopt at minimal cost an effective program developed under Title 1, Title III, or Title IV of the Elementary and Secondary Education Act, Right to Read, Follow Through, Handicapped, Bilingual, or other federal education programs.

Programs judged exemplary by the Joint Dissemination Review Panel (JDRP) (appointed to ensure that any federal funds awarded for dissemination purposes would be directed to programs that could offer proof of effectiveness) are eligible to become part of the NDN resource pool. When they do, they are called developer/demonstrator projects. However, not all programs validated by JDRP are funded as developer/demonstrators because of NDN's limited funding capacity. Part of the funds are used to help school districts adopt or adapt programs. Unfunded programs can be adopted by other school districts but expenses ordinarily must be borne by the adopting school.

Programs passing JDRP are chosen for funding as NDN developer/demonstrators are based on a number of considerations. Federal officials try to fill gaps in specific areas and respond to requests from the field for different kinds of programs. Consequently, high-priority needs in almost every state—reading for example—are well represented among developer/demonstrators. At the same time, effective programs aimed at limited and often unserved segments of the school population are encouraged to appear before JDRP and to compete for developer/demonstrator funding.

In addition to developer/demonstrator projects which disseminate a specific exemplary education program nationwide, NDN funds facilitator projects, which disseminate a wide variety of exemplary educational programs within a particular state or intrastate region served. With a facilitator project, two types of training usually are provided: start-up training for the adopting staff to prepare for implementation, and in-service training which provides review and expansion of initial training, helping to tailor the project to local needs.

NDN engages in other activities to enable school districts to adopt programs, including developing and disseminating information packages, refining training techniques, devising administrative and instructional materials, providing observational opportunities, and offering technical assistance.

NDN publishes "Educational Diffusion," which reports exemplary projects, and the "NDN Reporter" a quarterly newsletter. "Educational Programs That Work" contains resumes including evidence of effectiveness, implementation requirements, and cost of NDN's exemplary projects.

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